

The National
PARENT-TEACHER
FORMERLY CHILD WELFARE
Magazine



November 1936
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THE ONLY OFFICIAL MAGAZINE OF THE
NATIONAL CONGRESS OF PARENTS AND TEACHERS



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CONCERNING CONTRIBUTORS

THE subject of children's books is always a fascinating one, especially at this time of the year when we are beginning to think about Christmas and when Book Week is being observed. LENA BARKSDALE has written the charming article called "Books to Grow On." One of the librarians at the New York Public Library spoke so glowingly of Miss Barksdale's wide knowledge of children's books and of the help which she had given to thousands of parents, that the editors at once used their persuasive powers to get her to share this knowledge and understanding with the readers of the NATIONAL PARENT-TEACHER MAGAZINE. Miss Barksdale lived in Charlottesville, Virginia, until 1927, when she came to New York. She has had various positions in the book field, including that of acting librarian at the Charlottesville Public Library and that of buyer of juveniles in a well-stocked bookshop. She has contributed articles on children's books to various publications.

JOHN W. STUDEBAKER has been Commissioner of Education for the last two years. Prior to his appointment as head of the federal Office of Education, Dr. Studebaker was superintendent of schools in Des Moines, Iowa, where his pioneer work in demonstration of public affairs forums brought nationwide attention. Dr. Studebaker has contributed articles to this magazine in previous issues. What he has to say in "Parents, Children, and Schools" in this issue will prove interesting to a great many parents, teachers, and parent-teacher associations, and it is hoped that it will be useful in the observance of American Education Week, as well.

"Friendliness and Character" is published as a supplementary article to the Parent-Teacher Program on "Character Growth—A Home and School Responsibility." It will be of equally great interest to many parents and teachers who are not participating in programs based on these outlines. The

author, HOWARD M. LESOURD, is Dean of the Graduate School, Boston University.

Again this month we publish an article by MARGARET HOUSE IRWIN, whose articles on food and nutrition our readers have enjoyed so much. In this issue Dr. Irwin writes on "Winter



Valeria H. Parker, M.D.

Sunshine," a timely subject for those who want to know how to provide for their children—and themselves—a sufficient quantity of the important vitamin D at a time when it must be acquired from some other source than the direct rays of the sun.

A lot has been written about gardening for children as well as for adults, but little about how to grow annuals indoors during the winter months. When you read the article on "Cold Weather Flowers," by M. G. KAINS, you will realize what an engrossing project this can be. From his long experience as special horticulturist in the United States Department

of Agriculture and lecturer on horticulture at Columbia University, Mr. Kains writes an article that is both interesting and helpful. Articles by him have appeared in nearly all of the leading magazines that carry gardening material, and a number of books by him have served as practical guides to many gardeners.

"A Menace to Family Life" comes from one of the foremost authorities in the field of social hygiene. VALERIA H. PARKER, M.D., who is director of the Institute on Marriage and the Home, Orange, New Jersey, and consultant on the staff of the American Social Hygiene Association, was born and educated in Chicago, and has made her home in the East since her marriage in 1905. Since her first social hygiene assignment, as secretary of the Connecticut Social Hygiene Association, in 1914, she has been continuously identified with this field of public health and educational work. Her affiliation with the American Social Hygiene Association dates from 1919, but in the period intervening, her time has frequently been requisitioned by other agencies. She has served at different times as Social Hygiene chairman or special consultant for most of the national women's organizations, and was for some time chairman of the Committee on Social Hygiene, National Congress of Parents and Teachers. From 1925 to 1929 she was president of the National Council of Women, and is at present honorary president and Social Hygiene chairman for this organization and a vice-president of the International Council of Women.

The editorial this month is on "The Home and the World Peace Issue." It comes from JOHN LESLIE LOBINGIER

who has long been interested in this subject. Mr. Lobingier in 1930 wrote *Educating for Peace* in collaboration with his wife. Before that he had written *Projects in World Friendships* and two other works not connected with the peace question.

If You Are Interested In . . .

The Preschool Child, see pages 13, 16.

The Grade School Child, see pages 8, 11, 13, 14, 16.

The High School Boy and Girl, see pages 8, 10, 11, 13, 14, 16, 22.

Children of All Ages, see pages 6, 17, 20, 50.

Home and School Material, see pages 5, 8, 11.

P. T. A. Problems, see pages 5, 11, 36, 45, 47, 48, 49.



TO THE MAN *Who Wants His Dollars To Keep On Growing*

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The President's Message



Our American Schools at Work

I HOPE that everyone reading this will visit the school where his or her children go, sometime during American Education Week, November 9-15. Let those who have no children go anyway to see the improvement in methods in up-to-date schools, since they were young.

In certain departments parents will be amazed at the changes and development of curriculum and methods of teaching. For instance, home economics, which used to consist almost entirely of cooking and sewing lessons, now gives major attention, in progressive teaching, to family relationships, and this will be further developed as parents appreciate the importance of the subject. Thus home economics may include the use of the family income, the care of children, home nursing, and temperamental adjustments—or it may mean simply buying and preparing foods. Which do we want?

In the department of languages, we find a substituting of living languages for dead languages, which may make it possible for us in trade and in socio-international relations to understand the nature and purposes of other nations without having to rely upon newspaper interpretations.

In the department of social studies, they will find the teaching of the nature of the civilization in which we live from the standpoint of politics, sociology, economics, and culture.

In the athletics department, there is a strong and wholesome trend away from competitive athletics for a few, to a general physical education, as well as sports, for all the pupils.

These are only a few changes and improvements to look for when visiting schools during American Education Week. If they are not to be found, the wide-awake parent will seek an opportunity to talk the matter over with the principal. The observance of this important week is here to remind us that America believes in equal educational opportunities for all children as a fundamental tenet. Let us all observe it with our children.

President,
National Congress of Parents and Teachers.



Books..

SCENE: the library of a modern home. Time: the present.

The play opens upon the most varied and fascinating assortment of books ever offered to boys and girls. Today they may wander at will among great books of the past supplemented by a few great and many timely books of the present. Books that are outworn either in subject matter or treatment go rapidly into the discard, and other books written from a fresh angle appear to take their place. That doesn't imply a wholesale discrediting of old books. Not by any means. Mother Goose is properly very much alive today, and so are Andersen and Grimm, *Treasure Island*, and many other old favorites. Being ageless, these are modern just as truly as they are old. Sometimes old books simply need a modern presentation and new pictures. There are the new *Tales from Grimm* with Wanda Gág's delightful drawings, and the Stevenson books, designed and illustrated by Rowland Hilder. Sometimes, happily, old books do not even need new edi-

tions. Lewis Carroll is perfect with Tenniel pictures and somewhat less than perfect with pictures by anyone else. It all boils down to what a book has to say to the modern child; and books speak with three voices: the subject matter, the pictures, and the book's design. Granting that the story is good to begin with, it may be helped enormously by pictures having the right interpretative qualities, just as it may be injured by the wrong pictures. The design of the book, too, is vastly important; and design varies, of course, with subject matter and age appeal. Good bookmaking, especially for children, should result in producing an inviting-looking volume, one that may be held, opened, and read easily. So much attention has been paid to design in recent years that most old books are desirable in modern editions.

If the grown-ups in the family are duly appreciative of children's books that are beautiful, the children will get infinitely more out of them. I know that this is true both from memories of my own book-loving childhood and from observations of mothers and children in recent years.

Teeny and the Tall Man
from Julian R. Meade's
book by the same name.
Illustrations by Grace Paull



Charles Child did the sketches for
Rosemary and Stephen Benét's
Book of Americans

A good juvenile has its own innate dignity just as a good adult book has, and fortunate is the child whose elders know this and are governed accordingly. If the elders doubt it, I hope they will read May Lamberton Becker's *First Adventures in Reading*. This splendid guide in the proper administering of books to the young from babyhood on is filled with the penetrating observations of a true book lover whose perceptions are as fresh as her conclusions are wise. She undoubtedly had a good time writing it, and that means that her readers will have a good time, too. It is a delightful, stimulating, and thoroughly helpful book for parents.

The thought that books are meant to grow on, and that the modern world is a happier place for young readers who have the magic key of well-chosen books, is at once an inspiration and a challenge. Authors, artists, and publishers are meeting this challenge and so are schools, libraries, and the



to grow on

by Lena Barksdale



One of the many delightful sketches from Wanda Gág's *Tales from Grimm*

good bookshops. People who have not studied the subject cannot begin to realize the extent of interesting subject matter covered in the good modern books available for recreational reading.

A CHILD who is really interested in some subject—prehistoric animals, for instance—wants to find out all he can about it right away. His special interest may turn to something else next month, but just now he must grow on books about prehistoric animals and their strange surroundings. If he is very young he might begin with Lillian Rifkin's *Our Planet the Earth*, with Kurt Wiese's helpful pictures. Then he will want Robinson's *Ancient Animals* and Ditmars' *Book of Prehistoric Animals* and Maxwell Reed's *The Earth for Sam*. From reading these books he may acquire another interest; perhaps natural history which will lead to further reading of Ditmars and to Hegner's *Parade of the Animal Kingdom*. Or perhaps *The Stars for Sam* and other books on astronomy will claim him next. Then suddenly his interest may switch to the sea, to Indians, to cowboy days, to airplanes, or to exploration. Good books await him on these and many other subjects. One interest follows another as books feed an eager mind and help it expand to wider horizons.

The young reader who turns to

history can have a gorgeous time with Gertrude Hartman's *The World We Live In* with its simple flowing text and many illustrations and *The Story of English Life* by Amabel Williams-Ellis and F. J. Fisher, or Elizabeth Seeger's *The Pageant of Chinese History*. Among other books which supplement the more formal histories are those stories of Kipling which are part fancy, part fact, and wholly delightful, *Puck of Pook's Hill*, the Benéts' well-known *Book of Americans*, the Robinsons' well-illustrated *Houses in America*, and Eleanor Farjeon's amusing *Heroes and Heroines*.

In modern historical books the emphasis is placed on economic development and the progress of science and art. Wars and political upheavals do not overshadow constructive human progress as they once did in histories for young people. Peace and prosperity are now shown in the light of opportunity and adventure. This adjustment of values may react significantly in the future when problems of domestic and international unrest call for solution.

The seeds of better international understanding may be sown, too, by the many interesting stories of other countries which children enjoy these days. Little children who love Miki, Ola, Kintu, and Little Pear absorb an unconscious sympathy with children all over the world. They learn to accept alien scenes and customs as part of the general scheme of things. The good work may be continued as they grow older by reading Ruth Sawyer's *Tono Antonio*, Kate Seredy's *The Good Master*, Marie Hamsun's *A Norwegian Farm*, and those beautiful stories of Tolstoy in *Ivan the Fool*. Another step will be

North to the Orient, A Daughter of the Samurai, Marguerite Harrison's *There's Always Tomorrow*, and Vincent Sheean's *Personal History*. These will lead them naturally into the great books of world literature.

There are at least two good stories for older girls about young factory workers which are realistic and undistorted. *A Bend in the Road*, by Margaret Raymond, has an American setting, and Figne Lindegren's *Ingrid's Holiday* is a translation from the Swedish. Such books foster intelligent sympathy and furnish a basis for a fair approach to the problems of others. (Continued on page 28)



Indian Brother, by Hubert V. Coryell, is illustrated by Henry C. Pitz

This is the Third Article in the Parent Education Study Course: The Family and the Community. An Outline for Use in Discussing it Appears on Page 36

PARENTS, Children, and Schools"—so runs our subject. But why the comma and the "and"? For the reason, perhaps, that parents, children, and schools are far from being fully merged for mutual benefit. If they were, there would be no need for this article.

The children may be in the school but not quite of it, while the persons most concerned, the parents, often function more remotely and do not appear on the scene save when something meets with their disapproval. Without parents, no children; without children, no school. Turning the picture about, with no schools there would be no fitting of children for life and for the none too simple task of parenthood. In theory and in practice we should erase the "and" and the comma which appear in our heading and run the words of our text together, or at least hyphenate them. At any rate, what we have in mind in this article is to help to bring about a more complete union of these elements through mutual understanding and for mutual helpfulness.

KNOWING THE CHILD

IT is, and always has been, the aim of the school to make the most of the child, and this is done not only for his own sake but also for the sake of his parents. By making the most of the child we mean arranging a program for each child which will develop his personality and make him socially adequate; which will furnish him with the technics by which he may learn; which will develop his inquisitiveness, powers of observation and investigation, and his ability to analyze what he sees; and which will furnish physical exercise suitable for a child's growing needs. Many a parent as he looks back on his school days realizes this and often recognizes with regret that he failed to realize it while in school. Every teacher who is worthy of the name has the welfare of every child at heart, but somehow the parent is too often blind to this fact, and fails to see that he has a part to play as a help to the teacher. The parent may even be a hindrance. Unfortunately the child becomes conscious of this attitude of the parent and a situation is produced by which all three suffer.

How often do children say to their

parents, "My teacher does not like me!" Some parents have insight enough to analyze the situation and set the attitude of the child right.

There are, however, other parents who merely assume the attitude of the child without question and then there is a barrier between the home and the school which is very much to the disadvantage of the child. One such instance came to our attention some time ago. A boy, nine years old, left school and returned home soon after school opened in the morning. He told his parents that his teacher did not like him and that he would not go back to school. When questioned, the boy said the reason he was sure the teacher did not like him was that she let one of his classmates copy another pupil's paper but when he tried to do the same thing he was punished. The parents of this boy were very much concerned because this was the last of several events that were separating the boy from his opportunities in an excellent school.

The parents sought a specialist to help them with their problem. It was not long before several things were disclosed about the boy and his parents that had been entirely overlooked by the parents. (1) The boy sat up every night until his parents went to bed and as they had many social obligations it was frequently twelve or one or even two o'clock in the morning before he went to bed. (2) He frequently attended five-cent motion picture houses and was overstimulated by the cheap exhibitions displayed there. (3) He was slothful and inattentive in school. (4) He was careless about returning change when given money for purchases; and he displayed other characteristics and habits that indicated his need of help.

On the part of the parents there was a sincere desire for the welfare of the boy, an only child, and on the other hand no understanding of the active part they must take in order to bring about the fulfilment of their desires.

After considerable strategy, the boy willingly returned to the school and was becoming adjusted to its routine when the parents suddenly decided upon a vacation trip and took the boy with them. And thus, the work of adjustment to the school was interrupted



and the boy was sacrificed, needlessly.

What should have been the next step in the boy's adjustment, or, is there a chance for adjustment under such circumstances?

Education is the process of drawing out all the socially valuable powers which a pupil possesses but the drawing out depends on that most delicate of conditions—mutual understanding and sympathy. A human being, physical and mental, is the most complicated and unstable of creations. In the schoolroom and played upon by group emotion, he is even more subject to change without notice. We often think an adult with whom we are in daily contact hard to understand, but what of thirty or forty children? The average teacher does a fine piece of work in this difficult business of understanding children but she is no more omniscient than the rest of us. She sometimes needs assistance. To whom should she turn for it but to the parent? With the mutual understanding of all concerned, the drawing out of the best that is in the child can proceed.

We must admit that the teacher often fails to approach the parent for the aid she needs for this understanding of the child and we do not condone this shortcoming. The well-trained teacher ought to know better, but this article is for parents, and the parents should do their part.

THE GOOD OLD DAYS

ONE source of the commas, or even periods, which find their way between parents and schools is the lack of knowledge of what the school is doing and of how it does it. To his home life, since his own school days, the parent has added the use of a telephone, an electric washer, a radio, and an automobile. The means of travel and communication and of labor have changed tremendously, and, he thinks, for the better; but somehow he cannot conceive of the schools or the methods of the schools as having undergone much if any improvement. The parent has evidence from his child that the schools have changed, but he thinks things were done better in his day. Now, he would never know whether an automobile is a better means of travel than an oxcart unless he tried both and he can never quite appreciate what the modern school is doing until he pays a visit to that school.

*Oh dear what can the matter be
Parents don't visit the school?*

can be sung as well in the twentieth as in the nineteenth century and this is just where the "matter" does lie in a great many cases.

While the parent is visiting the school it might be well for him to look

over the building in which his child is housed. The teacher has nothing to do with its making, or with its equipment for heating and lighting and the means of keeping it clean and decent, which things in the home we consider of great importance. The parent as a member of the school district is responsible for all these essentials for health and comfort and work. If they are not what they ought to be the parent should consult and plan with other parents to secure these improvements. We cannot separate the physical from the mental life and both teachers and children will do better if needed changes are brought about.

CHILDREN DIFFER

"MY child is different from other children" is the feeling if not the open expression of many parents. Every parent could say this, and with truth, for no two children are alike nor do we wish them to be alike. The modern school appreciates this and it tries to fit itself to the individual needs of the child as far as possible.

Several years ago a family with three children moved to a city well known for its progressive schools in order that the children might take advantage of the schools. The eldest child was a girl and there were two boys, all of them perhaps of more than average intelligence (at least so thought the parents).

The children made good progress and fitted admirably into the program. But after a couple of years the mother felt that her daughter, who was very

capable and aggressive, might not be getting all of the advantages that were open to pupils. She kept hearing that among the pupils committees and chairmen were being appointed for various services but never once in two years was her daughter asked to work on a committee. At last she decided to see the school principal about the matter. The principal listened courteously to her inquiries and to her fears that her daughter was being overlooked and then asked what characteristics in her daughter made her think that she needed the committee experience. He asked, "Do you think that your daughter needs to have any more initiative developed than she now has?" "Good gracious, no!" responded the mother, "she has too much already." "What is it, then, that you wish to have us do for her that we are not already doing?"

And when the principal asked the question this mother, an unusually intelligent person, saw herself objectively, and the school and its objectives in a new light. She had learned an important lesson—that the school was giving her child the kind of experiences that she most needed.

The teacher appreciates learning from parents of the special interests of the child, for these do not always appear in the routine life of the classroom. The public school teacher cannot serve as a private tutor, and if she could, the child would miss the stimulus of working with his fellows. But nothing can be done in education without that subtle and essential thing called interest, and the teacher welcomes any knowledge of interests which the parent may have to offer.

WHAT THE HOME CAN DO

NOTHING in modern school life causes more misunderstanding between teacher and parent than the matter of home study. Here we may turn our subject heading about and make it read "School, Children, and Home." We will admit that home study is sometimes poorly planned and badly managed by the school but this is due again to a lack of personal touch and of mutual sympathy between school and home.

The child is in the school only about one-fifth of his entire time during the period from six to eighteen. Consequently the education which takes place in the home and the community is of much importance. Regardless of the kind of educational programs promoted in the school, if the educative aspects of home and community experiences are neglected, the child will not profit to the greatest extent from the opportunities offered. Educational pro- (Continued on page 27)

SUGGESTED READING

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• THE ROBINSON FAMILY •



Family Celebrations

by

Marion L. Faegre

WHEN Jack wrote that he had a chance to get a ride home over Thanksgiving, his family was both surprised and pleased. Mrs. Robinson began to think of things that Jack especially liked, to add to the Thanksgiving menu, for she knew how monotonous the food in a dormitory seemed after a few months.

A few days before the feast, while Molly was helping to polish the silver, she burst out, "Oh, I do hope it will get cold enough so we can skate Thanksgiving Day! There's nothing that's more fun than to come in and smell the turkey when you're simply ravenously hungry!"

"It doesn't look very promising, does it?" replied her mother. "Anyway, won't you want to drive out with Father when he goes to get Uncle and Aunt?"

"Oh, do they have to come?" pouted Molly. "They're such old fogies. I never know what to say to them when they tell me how much I've grown since last year!"

"But think, dear, how lonely they'd be if we didn't ask them. Besides, they never stay in the evening, and we can have a jolly time then."

Alas for Mrs. Robinson's visualization of the day! Jack had hardly got in the house before he was calling one of his long-time chums, and from his end of the conversation his mother

couldn't help hearing that something was being planned for the evening. As he turned away from the phone, Jack remarked, in a carefully casual tone, "That was Speed. They're having a

house party at the farm, over Friday. I'm leaving tonight. Dinner'll be over by that time, won't it?"

Now, I ask you, what would you have done in a situation like that? I know it was all Mrs. Robinson could do not to reproach Jack. Her plans for the evening, the part of the day that she would have leisure to enjoy, spoiled by his absence!

And yet, wasn't there something to be said on Jack's side? Wasn't it perfectly natural that he should prefer to go with his friends, rather than to stay at home and play games that must be so simple that even Tommie could be included? Family celebrations can be a beautiful and absorbing tradition in childhood, their familiar rites looked forward to and planned for, and laughed about for weeks afterward. But when children are old enough to want to try their wings alone, the old customs may seem trite and empty if they do not grow to fit changing needs. Better to work out a new plan, than to risk having what should be joyous occasions turn into boring routines, with only the "must" of duty to bind them together.

The period during which children are growing out of their dependence on their families to furnish entertainment and good times for them is a hard one for parents. After having for long, devoted years built up habits of

life in which thoughts of their children always came first, it is like trying to get along without an arm or a leg to do without a child who has been so close as to seem almost like an appendage. Thousands and thousands of women each year are doing their best to reconstruct the pattern of their lives, disrupted and torn by the exodus of their children from home. They are joked about for flocking to hear lectures on "Art in the Arctic," or "Men Against the Moon," but who can blame them for turning to the first thing that offers when the absorbing interests of a lifetime are suddenly snatched from their hands?

I wonder whether we should consider Mrs. Robinson lucky, or unlucky, that this process of "letting go" of her children is going to be so gradual in her case? On the one hand, the fact that her children, from oldest to youngest, are so far apart in years may help, for she will be kept busy and happy with the guidance of Nancy and Tommie while she is getting used to the idea of parting with Molly and Jack. On the other hand, having the care of four children stretched over so long a span of years may seem to her so all-embracing a job that she never takes time out to think of the years ahead, and plan against their coming.

There are three things that it seems to me are important for Mrs. Robinson to consider, with relation to the exciting and arduous career of motherhood and family life. First of all, jolts, like the one she suffered when Jack calmly assumed it was quite all right for him to leave the family celebration for a house party, will be fewer and less painful if she keeps her mind fixed on the (Continued on page 35)



EWING GALLOWAY

BOARD OF EDUCATION, CITY OF NEW YORK

FRIENDLINESS *and* CHARACTER

by Howard M. LeSourd

THERE is no trait of character more highly praised than friendliness, and yet probably none is more superficially interpreted or more easily faked. A simulated friendliness leads to disillusionment and bitterness. There is, however, a genuine variety that takes the sting out of disappointments, that lifts drooping spirits, that revives faith and courage, and that helps to give purpose and meaning to life. Such friendliness, each should crave for himself and seek to cultivate in others.

Friendliness involves both an inner attitude and an outward manifestation. These two aspects are closely related, each stimulating the other; but there are some friendly people who have difficulties in effective expression. Others, in whom true friendliness is lacking, acquire a rather impressive technic.

Before any suggestions are made concerning ways and means of developing both the attitude and the technic of friendliness, the outstanding char-

acteristics of each should be clearly in mind.

Friendliness is based on good-will. It desires the best for others. It is not selfish, but self-giving. It pursues no ulterior goals. It claims no special privileges. It demands no sacrifice, but gladly makes it. It knows no jealousy, which grieves at another's success. It shuns gossip, which destroys both reputation and influence. It seeks always to help, to encourage, to make happy.

Friendliness recognizes equality. It is impossible to be friendly with one who is not considered an equal. There can be no friendliness between master and slave, between one who feels himself a member of a superior race and another who belongs to a race considered inferior, or between a boy and a girl when either thinks he or she is giving the other "a break."

Friendliness is universal. There is a difference between friendliness and friendship. The first must break through the barriers of nation, class, race, group, and economic status. The

second should be selective. We can have the spirit of friendliness toward everyone without involving ourselves in the intimacies of friendship. No one can achieve high character without feelings of friendliness for all mankind.

While these three characteristics of the attitude of friendliness do not constitute a complete analysis, they do provide the basis for an informal educational program in the home and the school. There seem to be also three fundamental characteristics of the outward manifestations of friendliness which need emphasis.

The expressions of friendliness must be sincere. Far too great emphasis has in the past been placed on the forms of friendliness—an emphasis that develops in early years an hypocrisy that is seldom outgrown. A mother tells her little boy, "Shake hands with Mr. Smith and tell him you're glad to see him," but never explains why he should be "glad." Usually Mr. Smith does nothing to make the child glad. Smiles

on the part of children are frequently encouraged with bribes, so that a child learns to smile only when he wants something. Is it any wonder, then, that there are so many adults using the outward signs of friendliness as the basis of explorative schemes and rackets? We dare not mistake the symbol of friendliness for its reality; nor encourage the outward forms except as they help to develop the inner spirit. But it is necessary to train an individual to express the friendliness he feels, for only by expression does the spirit develop its full beauty and power.

The expression of friendliness must be intelligent. Many a person with sincere good-will has done things which have had disastrous effects on others. A friend of a woman one day put some drops in her eyes to give them luster, and she has been blind ever since. A chum was urged by his genial host to take his first drink, and the young man ended up in a drunkard's grave. A father sought to give security to his family through suicide, but his broken-hearted wife and children refused to touch a cent of the insurance funds. It is only intelligent and wise actions that indicate true friendliness.

The expression of friendliness must be continuous. Spasmodic friendliness is ineffective. Its everlasting dependability is its glory. If one "gets on or off" of individuals or groups with each change of circumstances or of tide of public opinion, he is a weakling whose friendliness is a broken staff. It cost Jonathan of old to be friendly with David when David was the contender for the throne of Jonathan's father. It costs people today to be friendly when group hatreds put heavy pressure on those who feel that "love thy neighbor" is sound both religiously and sociologically.

THE question then arises—how can parents and teachers inculcate a spirit of friendliness that is good-will, that recognizes equality, and that is universal and at the same time develop expressions of friendliness that are sincere, intelligent, and continuous?

The mere statement of this problem indicates clearly that its solution cannot be isolated from all the other activities of school and home. Every study which boys and girls take in school may add or detract from their friendliness. Every game played indoors and out may advance or retard their growth in good-will. Reading, discussion, movies, social affairs, clubs, churches—all exert an influence. Education in friendliness is not something separate and distinct, but is concerned primarily with the spirit and idealism that is developing through every thought and word and deed.

Some definite and special things can be done, however, and the following are suggestions, some of which may prove of infinite value in certain situations.

1. There should be frequent discussions of problems and situations which involve friendliness. The teacher and the parent ought to stimulate thinking, and not preach. Such situations as these provide excellent occasions for discussion—a school party, an inter-school athletic contest, fraternities and clubs, or on a broader scale such news accounts as a race riot, lynchings, or war. Motion pictures may be secured which present such problems, if the problems at hand do not arouse sufficient interest or occasion too much emotional reaction.

2. Enterprises of all kinds should be set up by the young people under adult guidance in which practice in friendliness can be assured. These might include: arranging for parties and hikes that would be inclusive, studying of community needs resulting in a program for improving conditions, conducting a news clipping service in order to get important news of the world before the young people, planning discussions of social problems, and cooperation in self-government.

3. Special periods should be devoted to training in friendliness. After studying what friendliness means, the young people can be trained in class practice. For instance, boys and girls should be taught the exchange of friendly greetings, how to shake hands, how to look other persons in the eyes when meeting them or conversing with them. Almost the whole program in personality development is also a training medium for friendliness.

4. Every school should have an adviser who is well trained in psychiatry, so that individuals who are suffering from complexes, phobias, and other emotional ailments inimical to friendliness can be scientifically treated. The same person should also be available for those who are puzzled about problems of human relations and will not or cannot get help from parents or teachers.

5. Parents and teachers should attempt to broaden the range of human contacts for their children. A child or youth who has had few contacts with peoples of other nationalities or races

should be given opportunities of knowing them. My little daughter will probably always love Koreans because she came to know and love a Korean woman who visited in our home.

6. All expressions and attitudes indicative of prejudice against individuals or groups should be taboo not only in the school, but also in the home. Parents who try to build up family pride by discounting other families or people do their children and the world irreparable harm.

A DISCUSSION of friendliness would not be complete without an emphasis on friendship. One's universal friendliness should blossom into a few great and intimate friendships. There is no sharp line of demarcation between the two, but rather a gradual focusing of the spirit of friendliness until it centers upon an inner circle.

There is a mutuality in friendship that must be carefully guarded. It is too meaningful in terms of influence upon the activity, thinking, and spiritual life of a person to admit to the inner circle those who are not qualified. The qualifications should not, however, be superficial, such as money, social status, race, religion, or education, although these various factors will have bearing upon the essentials, which are high ideals, wise habits, a sound philosophy of life, a happy disposition, and wholesome frankness. There exists in real friendship an open-minded, open-hearted attitude which dare not be betrayed.

There are some people whose whole outlook on life is such that they are disqualified at the start. They can bring to intimate relations no self-discipline, no culture, and no dynamic purposes. Such persons have nothing to give, and are practically incapable of receiving. They may have plenty of acquaintances, but no friends.

The greatest contribution of home and school to the capacity for friendship in young people is in terms of the qualities demanded by that relationship. If these institutions develop personalities and characters, each individual can be trusted to select his own intimates. The contagion of example is of tremendous importance in shaping the ideals of young people. Adults should take time to share their best with the representatives of the next generation with whom they are in contact. No one can thrust his ideals on another, but he can live his life so attractively that others may covet the sources of his efficiency and happiness.

This Article May Be Used to Supplement the Program Outlined on Pages 46-47



PHOTOGRAPH BY H. ARMSTRONG ROBERTS

W

inter Sunshine

by Margaret House Irwin

WE ARE on the brink of winter and have lost our summer's tan. We are as fair as the Anglo-Saxons of whom the Normans said, "Not Angles but Angels." With the southward journey of the sun, its rays have become more and more oblique and fewer health-giving rays reach our part of the earth. This, coupled with the fact that we have donned our winter clothes and spend most of our time indoors, means that we should give some thought to our supply of winter sunshine.

As all of us know, sunlight is made up of radiations of many different wave lengths. Certain of the sun's rays are visible to the human eye and others have wave lengths too long or too short for us to see. But these invisible rays affect us, nevertheless. Infra-red rays have wave lengths too long for the eye to see but they are capable of penetrating the skin and elevating the temperature of the subcutaneous tissue. These are the rays that give one that nice warm glow during a sun bath. The ultra-violet rays have wave lengths shorter than those of visible rays and have the unique ability to change ergosterol, a complex chemical compound, into vitamin D. It was Nature's original plan that man should get his



vitamin D from sunshine, for the skin contains ergosterol, which is constantly being changed into vitamin D whenever we are out in the sun. This newly formed vitamin is absorbed and utilized by the body. But in our modern world, with smoke, fog, dust, clothes, and window glass screening us from the sun, what chance is there for Nature to have her way?

Rays other than ultra-violet may have physiological effects that we don't know anything about as yet. It remains for science to unearth the facts and determine the effects of various light rays on health. One such experiment has shown that the infra-red rays, along with ultra-violet, will

Compensate for the Lack of Sun in Winter by Giving Your Family Vitamin D in a Number of Other Ways

stimulate growth in young rats. The effect of ultra-violet light on health has been studied more than that of any other light rays because of our interest in vitamins. Aside from its ability to change ergosterol into vitamin D it has been proved that ultra-violet light can kill bacteria and hence it may affect our health indirectly by destroying pathogenic organisms. Perhaps this is one reason why health abounds in the summer-time—only

to be followed by colds, grippe, flu, measles, and the like in winter.

Some tests made in Washington, D. C., show that summer sunshine contains twelve times as much ultra-violet light as winter sunshine. From October to April only the sunshine of greatest intensity, that at noon, has any significant amount of antirachitic radiations. And so, during these months, the children should have their outdoor play as near noon as possible.

In some interesting experiments ultra-violet light has been shown to aid in the cure of anemia, and again it has been reported to increase one's resistance to infections. Nearly always, however, when the data of these experiments were carefully analyzed, it was found that the children who showed improvement were those in poor health to start with. In this regard, we must conclude, in a cold, scientific manner, that ultra-violet light may improve subnormal children, but its effect on normal youngsters is not so great. Probably the normal, healthy child has everything that he needs, anyway, and a little additional ultra-violet light does neither harm nor good. It has been definitely proved that disordered mineral metabolism responds to irradiation with ultra-violet light. We *know* it will cure rickets provided the diet contains the necessary bone-building materials, calcium and (Continued on page 22)



COLD WEATHER FLOWERS

by
M. G. Kains

ILLUSTRATIONS BY CAMILLE MASLINE

IF you have one or more of those animated interrogation points called "normal children" and have perhaps often felt that your well of information threatened to be pumped dry, you will doubtless welcome anything that promises to both keep them from pestering you and enable them to discover the answers to their questions! Not only will such means of teaching relieve your mental tension

rejection? It is a grand winter activity—inexpensive and likely to give pleasure as well as information to both children and parents. It is also a fine hobby to help the children to learn the workings of some of Nature's fundamental principles.

There is no reason or excuse to attempt anything but the easiest forms of indoor gardening. Enough species and varieties of plants may be chosen from the list at the close of this article to give as wide an assortment of flowers as available window space will permit. These dwarf-growing annuals especially commend themselves because of their small size, free flowering habits, adaptability, ease of culture, quickness of development, low cost, variety of their forms and colors, and their freedom from enemies. The following instructions should help your children (or you) to grow these plants successfully during the winter months. The children can do their own choosing and ordering, with a little subtle guidance from Mother.

Before you buy any seeds, make a survey of the outdoor garden to discover what seedling plants you can glean for indoor use, because such plants when transplanted should begin to blossom much sooner than plants of the same kinds grown from seed sown indoors. Explain that these small ones have smaller roots and are therefore less likely than are large ones to be injured or stunted by transplanting.



but the children who learn to "see for themselves" will be far more likely to benefit by what they thus learn than by what they are told or what is read to them.

It is sometimes difficult to arouse and maintain children's interest during the long winter months when conditions are often unfavorable to outdoor activities and because opportunities for indoor amusement are rather limited. Have you ever considered the growing of annual flowers, which the children conduct themselves—with some oversight, of course, but with the least possible di-



Should there be no small plants, dig up some of the full grown ones to see if they can be made to grow indoors. Petunia, verbena, sweet alyssum, and various other low-growing, semi-trailing species are likely to succeed, provided that you cut off at least four-fifths of the tops. Plant the cut-back remains of each plant in a fair sized flower-pot nearly full of good soil which you keep well watered but not in direct sunshine until after new shoots and leaves appear. If the pot is larger than four inches, put some broken crockery or other material in the bottom for drainage.



Explain that the apparent butchery is necessary because unavoidably much of the feeding parts of the roots have been cut off and, therefore, the remaining part would not be able to supply the 100 per cent of uncut top with water enough to keep it alive. To prove this, transplant some plants of the same kind and development



without cutting them back and have the children make comparisons from week to week to see which recover sooner and which are better plants in time.

As comparatively few suitable plants are likely to be found in the garden in late autumn, you must have recourse to seeds to make a good assortment. Fortunately you have a long list of species and varieties suitable for indoor culture. Explain that some species are naturally of dwarf habit and that plant breeders have made some varieties dwarf by selection of the "parents" used for producing the seed.

When placing an order for seeds, be sure to specify these dwarf kinds because the normally tall ones might grow beyond living-room proportions. For instance, dwarf snapdragon plants form compact, shrubby balls of foliage and flowers, twelve or fifteen inches in diameter, whereas the standard kinds make lanky specimens often exceeding four feet.

Be sure to have a well-illustrated seed catalogue when making up a seed order, for thus you will find it much easier to discuss species and varieties with your children than if you have few or no pictures. Indeed, it might be well to restrict the first order to those plants that the children already know and to those whose pictures are shown in the catalogue, for thus the children will have a better idea of what to expect.

The annuals listed are all easy to grow in a soil mixture composed of half "good garden soil" and a quarter each of sand and leaf mold (or peat moss). To get rid of stones and other debris, put these materials separately through sieves—quarter-inch for the soil and leaf mold and eighth-inch for the sand. If the garden soil is naturally clayey or sticky when wet, add

half as much finely sifted coal ashes as sand. Mix these ingredients in the proportions given so thoroughly that you can see neither streaks nor mot-tles.

For best results the soil mixture should be neither so wet that when squeezed it will moisten your hand nor so dry as to be more or less dusty. The squeezed handful should merely form a lump, with perhaps little cracks, and should gently break apart when poked with the finger.

While making the mixture, explain that the little seedlings would have a harder time to grow in the unsifted garden soil than in the sifted mixture; that the sand is added to loosen the soil and aid in drainage; that the leaf mold (or peat moss) also helps to loosen the soil but, more important, that it holds moisture and thus the roots are supplied with water longer than if such an ingredient were not present.

THE best receptacles for seed sowing are the so-called pottery "seed pans"



obtainable at garden supply stores. Those two or three inches deep and six or eight inches square are most convenient. Fair substitutes are shallow cigar boxes. The former hold moisture far better than the latter. Moreover, they do not warp or pull apart when wet.

Before filling pottery "pans" and flower-pots, especially new ones, soak them for an hour or more in water. If you listen to them when first immersed you will hear them absorbing the water. When they have ceased to take up water, stand them separately where the air will evaporate the surface water; otherwise they will be messy to handle. Unless they are

soaked they will draw moisture out of the soil and thus perhaps injure the plants placed in them.

Fill either the pans or the cigar boxes full of loose soil, then press this down with a flat block until the surface is a quarter- to a half-inch below the rims.

As only small quantities of seeds are



to be sown, make shallow rows two inches apart the short way across each pan or box and drop a dozen or a score of seeds from end to end of each row. This is better than scattering seeds "broadcast," because each kind will be by itself. At the front of each row place a label showing the date of sowing and the name of the plant. Cover the larger seeds with only enough soil to hide them from sight. Very fine seeds, such as petunia, need only be pressed in the surface of the soil; they don't need to be covered. Press the soil firmly over all kinds of seeds to bring them in close contact with the soil particles. Sprinkle with water. Place a pane of glass and a newspaper over the pan or box and set on a sunny window sill. Explain that the newspaper is to shade the seeds (which do not need light to sprout) and that the glass is both to make the soil warmer when the sun is shining and to check evaporation. Covered seed pans and boxes need far less watering than do those left uncovered.

As soon as the seedlings begin to "come up," remove both glass and paper. See that they do not suffer for want of water but do not keep the soil too wet. Water only in the morning; never toward night. When the little plants begin to lean toward the window, turn the pan half way around to straighten them up. If the seedlings are crowded in any row, thin out the weakest in each "crowd" to give the others a better chance to develop.

When the seedlings of any one variety have developed their second pair of true leaves, "prick" them out an inch or two apart each way into other seed pans or boxes filled with the same soil mixture so as to give each more space in which to develop for a few weeks. As some species will be ready for this (Continued on page 32)

"I'M a coward; I probably would do nothing about it," said a Lakewood, Ohio, guest who was visiting in a home where this problem was being discussed: *Two people who have been guests in the Banks' home know that Hannah, aged ten, takes money from their purses. Although guests at different times, each has had a similar experience. They hesitate to tell Hannah's parents for fear that would mean forfeiting their friendship. On the other hand, they realize that her parents should know about it if Hannah is to receive proper guidance.*

All who have written to us about this problem have agreed that something should be done to help Hannah learn property rights. Most of them hesitate about bringing such matters to the attention of the parents who are their friends, but some of them say they would try to talk with the child. All of them place a responsibility upon the guests.

Several of these letters have come from Tennessee. A Martin mother writes: "I would not tell Hannah's parents, at least not until I had talked with Hannah. My reason is my belief that even the most broad-minded parents would be inclined to punish her. This would be a mistake. Whether or not I told her parents later would depend upon her reaction to my conversation with her."

A Paris, Tennessee, mother, on the other hand, would refrain from telling Hannah's parents because "it is too delicate a situation." She too would talk with Hannah. She says: "I would make another visit in the Banks' home and spend as much time with Hannah as possible, cultivating her friendship and gaining her confidence. What is more important, I would show her that I like her and have confidence in her." She adds: "I don't think guests should leave a purse or loose change where children in the home will be tempted."

And what about the parents? Do they wish to be told? A teacher at McKenzie writes: "I have asked several parents how they would react in such a situation. All stated that they would want to know about such a condition if it existed."



PATCHETTE BY HELEN PALMER THURLOW

IN OUR NEIGHBORHOOD

An Exchange of Experiences
Conducted by ALICE SOWERS

Hannah Takes Money from Guests

A Berlin, Pennsylvania, teacher writes: "My immediate reaction to your question was that I certainly would do something, but I must temper this statement by saying that my action would be determined by my relationship with the parents and their attitude toward suggestions concerning their children. Parents differ.

BOBBY IS AFRAID OF HIS GRANDFATHER

Bobby, aged five, is friendly to most adults but he is afraid of his grandfather. His parents are distressed, for the boy's grandfather adores him and wants to play with him.

Won't you discuss this at home, in your study group, at your parent-teacher meeting, or in your neighborhood, and write us of similar experiences which you have had and what you did about it? Send your letter to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C., before November 10th. The answers will be printed in the January issue.

I know of a similar case to this one. A person, rooming in the house where there was a high school boy, discovered that he was consistently stealing things from her room. She did nothing about it. Some time later he was arrested for stealing from a store. While no one can tell how far the roomer was responsible for what happened, I do believe that if something had been done when the roomer first discovered the thefts, the boy might have turned out differently."

A Trezevant, Tennessee, mother of grown children sends us the following incident which was told her by a friend. Jane, aged ten, was in and out of the Argo home almost every day. Mrs. Argo began to miss small articles from her dresser. One day after Jane had gone home, Mrs. Argo was unable to find two dollars which had been left in the desk. Mrs. Argo told Jane's mother. A few days later Jane's mother, without comment, gave her two dollars and told her to take it to Mrs. Argo. Until now Jane had thought her secret was her own, but on the way over she began to wonder. She ran in as

usual, kept up a continual chatter until she was ready to go. Then she jumped up, pitched the money on the table, said, "Mother sent it," and started for the door. Mrs. Argo said, "Jane, are you in a hurry? I would like to talk with you." She explained why Jane's mother had sent the two dollars, what it would have bought in Jane's family, what Mrs. Argo would have gone without had the money not been returned to her, and how sorry they were that the incident had occurred. Jane has never been known to take anything again which did not belong to her. This could not have been worked out if Mrs. Argo had not had the courage to tell Jane's mother.

Another Tennessee letter is from a teacher at Martin who believes there is no halfway road. She writes: "As is often the case, the easiest thing to do would not be the right thing. The guest should tell Hannah's mother, or father, or both of them. If they ask for suggestions as to how to handle the situation, she can discuss it with them. She had best not give suggestions, however, unless they ask for them."

A Menace to Family Health

by Valeria H. Parker, M. D.

Through Public Education, Intelligent Men
and Women Can Combat This Problem,
and Break Down Barriers of Ignorance

MOST intelligent parents and teachers have a general knowledge of the fundamental laws of hygiene by which human beings living together in groups can guard against sickness. Rarely, however, do they understand the nature and prevalence of those preventable infections which especially strike at the root of family life and health through injury to the reproductive processes and to offspring. This lack of understanding is partly due to the fact that these infections are largely spread by intimate body contact, partly because their spread is associated in the public mind with sin and degradation.

This attitude is encouraged by the fact that the names of the infections are not referred to in the average family except under the stigma of the "venereal" or the "bad" diseases. This is particularly unfortunate in view of the fact that many of the victims of infection are quite innocent of lax moral conduct. Virtuous wives and innocent babies are numerous among the infected. One of the infections—syphilis—was recently named by the Health Officer of New York City as the third greatest cause of death. This does not mean that syphilis was always named on the death certificate, but that the condition named as the cause of death was due to syphilitic infection. New York City has since greatly increased its appropriations for venereal disease control and a full-time physician has been put in charge.

Although syphilis and gonorrhea are

caused by totally different germs and run quite different courses, they have the following points in common.

Both affect the reproductive processes seriously.

Both cause severe physical handicaps to children.

Both are spread through moist discharges only. (This is the opposite of tuberculosis where the bacilli become dangerous after the sputum has dried.)

Neither runs a self-limited course, as do measles, scarlet fever, typhoid, pneumonia, smallpox, and certain other contagious diseases; but if untreated, unskillfully treated, or treated for an insufficient period, the diseases become progressively destructive.

Both are spread more widely through promiscuous sexual contact than in any other way. This fact has led to their stigma as "shameful diseases." Yet innocent infections attack

a great many mothers and children.

Both are prevalent.

Both are curable in the early stages.

The general public as a whole is ignorant regarding the nature, prevalence, and dangers of both diseases, largely because of the inhibitions against public education in this field.

Both cause blindness in childhood and in adult life.

Infections occur in largest number between the ages of eighteen and twenty-five.

Positive diagnosis cannot be made without the use of laboratory methods in addition to physical examination.

SYPHILIS. The white, spiral, thread-like germs known as *spirocheta pallida* may enter the human body through the skin or mucous membrane—providing contact is made with a moist discharge containing the germ. A surgeon, for instance, may become infected through accident when operating upon a syphilitic patient unless precautions are used.

The first symptom, appearing two weeks or more after exposure, is a slight sore or nodule, known as a chancre, at the point of infection. Because discomfort is slight, the person infected frequently seeks no medical advice. If, however, he does do so, the competent physician can, with a dark-field glass, discover the spirochetes and eradicate them before further damage is done. If no treatment is given, the spirochetes enter the blood stream and are carried into the circulation. In six to eight weeks after the appearance of the chancre from the time of in- (Continued on page 25)

PHOTOGRAPH BY EWING GALLOWAY
POSED BY PROFESSIONAL MODELS



- Proper education with regard to social hygiene will do much to protect healthy families such as this one

Marion Parker

Helps to Smooth Out Some of the Everyday Problems Which Beset the Home

Illustrations by Dorothy Seymour Richards



KEEP THE THANKSGIVING DINNER SIMPLE

FOOD, which plays a major rôle in the celebration of any holiday, is the star performer in the family observance of Thanksgiving Day. This is as it should be, as it gives a chance to renew with the children the story of the Pilgrims, who in their gratitude for their survival held a Thanksgiving service followed by as much of a feast as they could prepare from their crops and the nature foods, wild poultry, simple vegetables, a pumpkin dessert, and perhaps milk and cranberries.

Many elaborations have crept in as years have passed until the Thanksgiving dinner has become so complicated that all significance has been lost and it has become merely a burden to the homemaker. But if we take as our text, the motto, "Blessed be the feast with simple plenty crowned," we can plan a dinner that will be attractive and appropriate for all members of the family, young and old, and yet one that will leave the homemaker fresh enough to make the quick change from busy cook to gracious hostess. So with the text and the first Thanksgiving dinner in mind, let us choose as the foundation menu: poultry in some form; simple, everyday vegetables, such as potatoes, turnips, onions; cranberry sauce; and pumpkin pie, with part of the pumpkin filling baked in custard cups for the younger children. This menu, if well prepared and attractively served, well provides the "simple plenty." If a little more variety is desired, have for a first course tomato juice or tomato bouillon, and serve the cranberry jelly in molds on shredded lettuce or cabbage as a salad.

Now for the plans for doing as much of the preparation as possible ahead of time so there will be only a few easy jobs to be done on the "big" day. Choose your poultry—chicken, fowl, duck, goose, or turkey—according to the family preference, your means, and what is available in the local markets. Do you know that it is possible nowadays to buy half of a turkey? And that a fowl, well steamed, can be browned in the oven and appear as "roast chicken"? Do the marketing on Tuesday. Then on Wednesday make all the preparation that is possible. It does take time and careful attention to produce a well roasted bird with savory gravy, so Wednesday is the day to do it. While the roasting is going on, make the pumpkin pies and custards; also the cranberry sauce or strained jelly. Or you may prefer to buy this canned, as you will the tomato juice, unless you have been fortunate enough to have canned some tomato juice yourself. Shred the cabbage for salad and store in a covered dish in the refrigerator. Wash the other vegetables. Then all that will be necessary to do on Thursday, will be to reheat the roast poultry in the oven, and the gravy in a double boiler, bake the potatoes, boil the other vegetables, arrange the salads, and make the tomato bouillon, if you choose that. This is easily done by heating together equal parts of tomato juice and meat stock, if you have any on hand, or heating a canned bouillon, or making some from bouillon cubes.

As for the setting for our "feast," the table should be attractive but not elaborate. Let the children set it right after breakfast, making a centerpiece of fruits and vegetables in a wooden or pottery bowl or large flat dish. Their arrangements may not follow all the

principles of design but I am sure they will be in tune with the "simple plenty" theme. Also let the children be responsible for planning the family fun to follow dinner—simple games such as charades, musical chairs, pin the stem on the pumpkin—and I will wager that Mother will have energy enough left to join in the frolic.



MOTHER'S AFTERNOON OFF

WE all agree that everyone needs some chance for rest and change, but no one has less chance for this than the mother of a growing family if there is no regular hired help. In fact, she has no chance at all, unless she herself does something about it by making a definite plan to include some time for herself in the weekly schedule. But if she can arrange to have one whole afternoon a week it will do wonders toward smoothing out the entire week. With a young baby this is almost impossible unless there is an available woman relative near at hand. But when the children are of preschool and school age it is possible to use a high school girl if she is carefully selected and trained. Or it is often more satisfactory to form a group of young mothers who will take care of the whole group of children in turn.

HOUSEHOLD HINTS

The morning before the afternoon off will have to be busy, but try to do some of the less strenuous jobs such as the weekly mending or one of the easier cleaning jobs. The noon meal should be a simple one that can be prepared and served with few dishes as these are to be stacked and left to be washed with the supper dishes. The evening meal must be one that can be prepared quickly, but if possible have a slightly festive touch, such as a garnish on a soup (try chopped parsley on the corn chowder), a pretty molded salad, or an icebox cake.

The next question is what Mother shall do in the afternoon off to make it worth working for. It should give a real change of scene and if possible something of value that will hold over, some new idea, some beauty of sight or sound, some different human contact. The movies might be the first thought, but it is better to save them for a last resort or for very bad weather since, except for a few very excep-



tional ones, they offer little except as time fillers and a temporary escape from reality. If the weather is good, take a walk into the country or into a different part of town; visit a museum; go to the library and take time to browse around, and to dip into different books so that you will be able to choose what you really want when you make your hasty trip with the children. Go to call on a pleasant acquaintance whom you do not often have a chance to see in the course of your busy, everyday life. Go window shopping, not with the serious idea of buying something, but just to get the feel of the outside world.

THE ROASTING OF MEAT NO LONGER A MYSTERY

ONE of the points in meat cookery that has always been a matter of guesswork to most women is the question of how to produce a roast that has not

shrunk away too much, is well browned on the outside, and is cooked inside to the required degree of "done-ness" whether that be rare, medium, or well done. Former instructions were to estimate—for medium cooking—one-quarter of an hour for each pound and one-quarter of an hour extra for the heat to penetrate. The roast was to be started in a hot oven in order to brown it and then the temperature was to be reduced. Results were so uncertain that many women did not attempt roasts, but depended on quickly cooking cuts such as chops and steaks which are much more expensive for the same quality of meat. But now there is a real scientific help in this problem for there is a meat thermometer which is inserted in the meat so that the bulb rests at the center of the roast. The handle of the thermometer, which sticks out above the meat, registers the internal condition so that you can see whether your roasts are done as you desire them.

Further experiments with the roasting of meats have proved that the cooking can be begun in a moderate oven, which will take longer but will not shrink the meat so much and will brown the roast satisfactorily. The roasting can be done in either an open pan or a covered roaster. If an open pan is used, the meat must be basted often in order not to have it dry out, while if a covered roaster is used no basting is necessary, but the cover should be removed for the last part of the time so that the meat will brown. Do you know the trick way of managing a roast of beef in a small family in which there is a division of taste, some preferring rare and some well done meat? Underroast the beef on the first day so that the first few slices will be well done and the next rare. Re-cook it on the second day and thus give two dinners of delicious hot roast beef, prepared to each one's liking. If the thermometer is used, put the bulb one-quarter of the way into the roast on the first day.

FRESHENING THE LIVING-ROOM

NOVEMBER is a good month to give some attention to the living-room, now that we are in the season when we must use it so much. Even if there is not much money to spend, some small changes in the furniture and furnishings will work wonders. Taking the room as it is, observe it acutely for several days, making a note of any points in which it seems to be

unsatisfactory. Is the furniture arranged in the best way to avoid traffic confusion? Is the lighting right for reading, writing, playing games, or any other activity that centers there? Does the furniture look a little dull and shabby with spots and soil on the upholstered pieces and finger marks and scratches on the wood? Or perhaps the general effect of the room is somehow not attractive.

After considering these points, try a few simple remedies. Use the vacuum cleaner on the upholstered furniture and then on a bright dry day try washing it, using a heavy lather of mild soap, using just the thick suds but not letting the material get really wet. Rub, using a circular motion over only a small part of the upholstery at one time. Wipe off all suds and rinse with a clean cloth wrung out of warm water. Dry the chair outdoors in the sun if possible. Wash the wooden parts of the furniture with warm soapy water, again



going over only a small space at one time. Rinse with clear warm water and wipe immediately with a dry cloth. If there are scratches in the wood, try touching them up with the children's wax crayons to restore the color. When the whole piece has been cleaned, go over the wood with furniture polish to restore the finish.

If the upholstery is very faded and worn, perhaps you could try slip covers which give a new effect at only a fraction of the cost of re-upholstering. These can be bought for chairs and davenport of standard sizes and shapes but are usually not particularly interesting or distinctive. But it is not a difficult task to make a slip cover. The pattern companies have patterns and directions for some sizes but the most satisfactory way is to pin newspapers right onto the chair. Fit it loosely, especially in the seat, to give some fullness (Continued on page 34)

The Home and the World Peace Issue

by JOHN LESLIE LOBINGIER

WHY is the home so ineffective as a force for education?

The militaristic philosophy of many mothers and fathers may be a reason. Of course they would not call themselves militarists. They are for peace with all their hearts! But they firmly believe in the inevitability of war, in its efficacy to solve world problems, and in the necessity of "adequate" preparedness. "Like father like son." Naturally their homes reflect their point of view.

Another reason why the home is ineffectual in creating in boys and girls a mind-set against war and a purpose to work for a world of justice and good-will is indifference—sheer indifference!

Still other parents are quite at sea as to what they may do. Their own points of view may be hazy, but whatever their viewpoints, as they look out upon a world gone mad, they do not know how to guide their children's thinking through the devious mazes of today.

Surely the parents of this third group, and possibly others, too, can take a few specific steps in this matter of peace education, if they will.

For one thing, they may stimulate their children's thinking on world problems and on both sides of questions related to the war issue. Of course, the second generation reflects parental points of view, but too often what it reflects is parental prejudices. Encourage differences of opinion; try to see two sides of every question. Open-mindedness is the soil in which peace ideals grow best. Table talk carries infinite possibilities of developing this attitude and, by planning, table talk may sometimes be directed into these channels. There could be no greater mistake than to suppose that only adult conversation can reach the serious level; family conversation ought to include some of the big issues of life, such as peace and war and the many questions with which they are intertwined. This quality in table talk and in fireside conversations is bound to create in the child a critical attitude toward what he hears elsewhere; he

will look at a problem from all sides and weigh its worth. He is not likely to be carried off his feet by the patriot who proves his point by wildly waving flags, and who insists that those who disagree with him on preparedness are enemies within the gates. Surely the home can do this one thing: make youth alert to the problems of the world and cultivate in him an open mind.

Parents may do a second thing. They may direct the child's reading so that it counts as a factor in peace education. Here is a mother who gives her teen-age boy a copy of Gill and Pullen's *Victories of Peace*; he reads those fascinating stories of good-will, strong enough to cross national boundaries. Here is a father who sees to it that his ten-year-old daughter has a copy of Griscom's *Peace Crusaders* that she may thus become familiar with some of those whose work for peace has been outstanding. The child sees magazines about the house and in them finds a reflection of his parents and their tastes. The home that receives *Peace Action*, for example, is without word or comment bringing a potent influence to bear upon the child's thinking and character.

Parents have an opportunity also in the field of play. Every educator regards play as a prime factor in child training. This does not mean that all play has character-building value. The toy that reflects the normal activities of life has value for the growing child, which is not found in the toy that reflects what is destructive and abnormal. The toy fire engine and train thus have a positive value while the toy cannon and implements of war have a negative value. This is a problem for the educational psychologist and can scarcely be developed here. You can find the thought in Angelo Patri's newspaper column, as he points out the dangers of "shooting games" in which everybody is an enemy to be shot by everybody else. You can find it in Mrs. Roosevelt's syndicated articles, as she pleads that we teach children to do away with toys that tend to make them think of war as

a game. You can find it in the column of "K.C.B.," who would never permit a growing child to even so much as handle a gun. And you can find it in the words of many lesser lights. No one will deny that there are difficulties in the regulation of children's play. But there are also opportunities!

Parents may also be somewhat more aggressive than they usually are in trying to secure an environment conducive to peace education. A while ago, one of my friends, a mother, wrote to the makers of a certain breakfast food saying that since they persisted in printing military cut-outs on their boxes instead of animals or tractors or something that seemed to her to reflect the normal processes of life, she would have to change to another kind of cereal. She received a courteous reply to the effect that their company did not want to lend its voice to a resort to arms in international differences and that in response to her request their packages would no longer carry cut-outs of soldiers. It may be in the school that a parent makes his position known—approval at a Goodwill Day program, disapproval at the methods of a teacher of marked militaristic tendencies. In a parent-teacher organization one may suggest peace education as a theme for consideration. And a parent may watch the program of the church with the same alertness that he shows toward the school.

The most momentous question before the world today is whether the nations shall continue to be a group of military camps, better and better armed and more and more jittery, or, on the other hand, shall substitute law for war in a world of growing justice and good-will. On that question every individual must form his judgment; even the schoolboy must begin to determine his own attitude toward the problems involved. It will be tragic if the home, the greatest of our four great institutions, does not learn to face this question with the seriousness it deserves.

Intelligent men and women all over the country are convinced that this is an opportunity which parents cannot afford to pass by; one which offers a chance to do a lasting good to future generations, as well as to their own.



Bridge Street, Helena, Montana, 1865

THIS is an actual photograph of Helena, Montana, taken in 1865.

It was a frontier town, populated by rough-and-ready citizens in whose veins flowed the reckless blood of pioneers.

But even here, in this row of gone and forgotten buildings, we see one familiar sight. That is the sign "Drug Store."

It was a funny kind of drug store, as we of today know drug stores. Its supply of drugs was humble. Its facilities for attaining accuracy and precision in the compounding of medicines left much to be desired. Its owner had to drop his work at times and shoulder a rifle.

But these early drug stores played a major part in protecting the young communities of the West from an enemy more deadly than Indians—from disease. Pharmacists rode the covered wagons,

were "first settlers" in each community, as they are wherever civilization reaches out to blaze new trails.

As we look at this old picture, we're likely to smile condescendingly, in the security of our own superior civilization. The truth is, there are perhaps even more dangers today, with our concentrated population groups carrying a constant threat of disease and epidemic. That's why the modern drug store, as a disease-fighting factor, is such a vital force in every community. That's why the pharmacist of today must be a man of science with a well-equipped prescription laboratory, as well as a merchant with a well-stocked store.

He must study for years before he can become a pharmacist . . . he must work long and hard . . . in order to meet any emergency, he must carry a tremendous

stock of drugs, some of which he rarely uses . . . he must be ready to fill a prescription, with microscopic accuracy, at almost any time of night or day.

Despite all this, he's seldom wealthy—for the career he has chosen isn't often the road to easy riches. But there are rewards—the chance to alleviate human suffering; the opportunity to have a part in saving human life; the gratitude of the thinking members of his community.

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*The World's Largest Makers of
Pharmaceutical and Biological Products*

WINTER SUNSHINE

(Continued from page 13)

phosphorus. It will prevent rickets, too, by helping the body to absorb and utilize the above food elements. So it is up to all of us to see that civilization does not rob our children of their birthright—sunshine.

It seems almost incredible, but medical statistics show that 50 per cent of the children living above the Mason and Dixon line have rickets. Some of the cases, of course, are very mild, and can be detected only by X-ray examination of the bones. Youngsters who grow very rapidly often have a slight case of rickets because their bones just cannot keep up with their rate of growth. But most children who have an abundance of the bone-building minerals in their diets along with plenty of Vitamin D will develop sturdy underpinnings and strong teeth.

WHAT FOODS CONTAIN VITAMIN D?

NOW that winter is here and the amount of sunshine so scanty, some source of vitamin D should be a part of every child's diet. The foods that contain vitamin D are egg yolk, butter, salmon, sardines, and cod liver oil. It is difficult for me to look upon cod liver oil as a food, but Joe, my nine-months-old, actually "licks his chops" over it. There are a number of other oils on the market that are also very good sources of vitamin D. Halibut liver oil, percomorphum oil, burbot oil, and all sorts of combinations and mixtures of these oils with and without irradiated ergosterol can be had. The pure irradiated ergosterol (Viosterol) can be used as a source of vitamin D, but it is so potent that it should be regarded as a medicine rather than as a food. Then, too, it does not contain vitamin A as do all the fish oils.

One should always keep in mind that not only is vitamin D essential but calcium and phosphorus as well. Milk is our best source of these minerals, and every growing child should have a quart of milk each day. One of the newest wrinkles in vitamin D therapy is the incorporation of vitamin D right in the milk. This may be done in several ways, all of which are effective. Sometimes irradiated yeast, a potent source of the vitamin, is fed to cows, and enough of it filters through the cow into the milk to increase its vitamin D value from around six units to 170 units. Another method is the addition of a cod liver oil concentrate to milk, and a third way is to irradiate the milk directly. A very thin film of milk is allowed to run down over the inside surface of a huge, bucket-shaped drum. In the center of the drum hangs a carbon arc lamp

IT'S UP TO US

What Children Do

by Alice Sowers

Mary Is Embarrassed

Illustrations by CAMILLE MASLINE



Mother: Come back here and take off some of that lipstick, Mary.



Mother: Will you excuse Margaret just a minute, Dan?

Margaret keeps her self-respect

Because

She is not humiliated before one of her friends. And, to a girl of sixteen, to be criticized or "bossed" in public is one of life's greatest indignities. The girls have used the lip rouge in an effort to be grown-up, to look smart, and to appear sophisticated in the eyes of the boys who are taking them to the party. Mary's evening has been spoiled; at least, the high spirits with which she started out are dampened. She is resentful because she has been treated "like a child"; she is ashamed because her indignity was witnessed by the one person in the world she wished to impress. In calling Margaret aside and giving her an opportunity to tone the rouge down to the degree prompted by good taste, Margaret's mother has kept the affair between themselves. Dan knows nothing of what transpired. Margaret is able to keep her self-respect because she has been spared the shame and humiliation which Mary feels.

which emits ultra-violet light in all directions. This treatment produces so-called irradiated milk, every quart of which contains as much vitamin D as a teaspoonful of cod liver oil. Irradiated milk can be evaporated or dried without the loss of the vitamin.

OTHER WAYS OF GETTING VITAMIN D

AND now about the special window glass that lets the ultra-violet light pass through. Ordinary window glass, of course, excludes it all, but fortunately there are special kinds of glass which don't. There seems to be a general impression that these special windows let antirachitic rays pass through when they are new but not when they are old. But this is not quite true; new glass will allow about 40 to 50 per cent of the ultra-violet to pass through, and as it gets older it loses some of this ability until it becomes stabilized at a place where it transmits about 25 to 35 per cent of the sun's active rays. In a south window or skylight such glass would certainly be of some benefit to an unfortunate child who for one reason or another couldn't play out of doors.

It is interesting, I think, that sunshine on a mountain top contains much more ultra-violet light than that at sea level. Likewise, snow with a slightly frozen surface reflects about 90 per cent of the light falling on it, whereas a green meadow reflects only 6 per cent. Water is also an excellent reflector of ultra-violet rays. These facts account for snow blindness and for those awful cases of sunburn one often sees at the beach.

Then there are the sun lamps which can be attached to a regular household electric circuit. They will give off a certain amount of ultra-violet light as well as other rays. With one of these you can work up a tan right in your own bathroom. It is very interesting that this home-made tan is not so lasting as that acquired out of doors. Light bulbs that look for all the world just like a regular electric bulb are reputed to give off these rays. If you invest in one, however, be sure to buy it from a reliable company, for after all, one cannot see ultra-violet rays and several dollars is rather too much to pay for an ordinary forty-cent bulb.

And so, you see, there are a number of ways to get your winter sunshine. In our family we spoon out the fish liver oil at breakfast, thereby taking an early morning sun bath, internally. You may prefer some other method, and if you do, as the saying goes, "You pays your money and you takes your choice." It is only important that you make some provision for an adequate supply of winter sunshine.

A CLAPP-FED BABY'S *first year -*



**PRISCILLA SKEWIS
WESTFIELD, N. J.**

Priscilla—aged 3 months

She's already having Clapp's Wheatheart Cereal. In another 6 weeks she'll have Clapp's strained vegetables. At 5 months she'll be given all the Clapp vegetables and soups.



Priscilla—aged 6½ months

It's plain to be seen that she enjoys her dinner. Clapp's foods taste good, and the texture is smooth for baby tongues—yet not too liquid. That's why doctors approve Clapp's.



Priscilla—aged 9½ months

She's lively as a kitten, a perfect example of sturdy babyhood. The vitamins and minerals pressure cooking keeps in Clapp's foods have done good work. She's gained 6 pounds and grown 5 inches in 6 months.

Mothers—Read this Astonishing Story! A careful study of a group of Clapp-fed babies, in one community, has recently been made.

During this test, covering each baby's first year, a check-up and photographic record has been made at frequent intervals.

Not one baby has failed to show uninterrupted favorable progress.

FREE—a booklet containing the picture story of every baby who has completed the test to date, together with valuable information on vegetable feeding. Simply send your name and address to Harold H. Clapp, Inc., Dept. N11-36, 1328 University Ave., Rochester, N. Y.

16 VARIETIES

SOUPS: Baby Soup (Strained), Baby Soup (Unstrained), Vegetable, Beef Broth, Liver Soup.

FRUITS: Apricots, Prunes, Applesauce.

VEGETABLES: Tomatoes, Asparagus, Peas, Spinach, Beets, Carrots, Wax Beans.

CEREAL: Wheatheart.

Accepted by American Medical Association, Committee on Foods

Approved by Good Housekeeping Bureau



CLAPP'S ORIGINAL BABY SOUPS AND VEGETABLES

How to help END A COLD QUICKER



The 3 Minute VapoRub Massage

Massage VapoRub briskly on the throat, chest, and back (between and below the shoulder blades). Then spread it thick over the chest and cover with warmed cloth.



It takes so little time—it does so much—this 3-Minute VapoRub Massage!

ALMOST before you get the VapoRub well worked on, it starts to bring relief—with that famous two-way action which has made it the standby of two generations of mothers.

Relieves colds these two ways

1. **Through the Skin.** VapoRub acts direct through the skin like a poultice or plaster.
2. **Medicated Vapors.** At the same time, its medicated vapors, released by body heat, are breathed in for hours—18 times a minute—direct to the irritated air-passages of the nose, throat and chest.

This combined poultice-and-vapor action loosens phlegm—relieves irritation—helps break congestion. (It is to strengthen and lengthen this double action during the night that VapoRub is spread thick on the chest.)

As this two-way treatment eases the youngster's

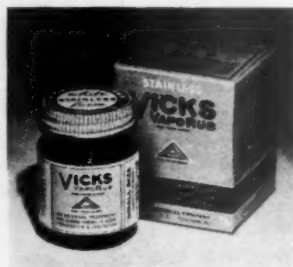
distress, he feels more comfortable, relaxes, usually drops off to restful sleep. And long after sleep comes, VapoRub keeps right on working. Often, by morning the worst of the cold is over.

Mothers in 68 countries have chosen Vicks VapoRub as their favorite remedy for the frequent colds of childhood.

Avoids risk of stomach upsets

As every mother knows, constant "dosing" with internal medicine may upset digestion or interfere with appetite, and thus lower body resistance just when it is needed most to fight a cold. VapoRub can be used freely, as often as needed, even on the youngest child.

For grown-ups, too. You never get too big to appreciate the comforting relief of a VapoRub massage—and VapoRub's long-continued two-way action.



PLAN CUTS SICKNESS FROM COLDS IN HALF!

This is good news for mothers all over the country. It should be good news in your home, too. And it's all the more impressive since it comes from the most extensive cold-clinic of its kind ever held.

This victory over colds was made in clinic tests of Vicks Plan for Better Control of Colds (a practical home guide, designed especially to help mothers in dealing with the family's colds).

Fewer Colds and Shorter Colds

This clinic began in 1932. The final test was concluded in the bitter winter of 1936. A total of 17,353 men, women and children took part in these clinic tests.

Look at the remarkable results:

On an average, Vicks Plan followers escaped one out of every four colds.

The colds they did have were shorter by more than one-fourth.

Sickness from colds was cut more than half (50.88%, to be exact)!

Even greater was the saving in school absences due to colds (57.86%) . . . a fact demonstrated in tests among 7,031 school children.

How Tests Were Made

This clinic consisted of four separate tests. In each test, those taking part were divided into two equal groups. One group followed Vicks Plan. Those in the other group simply followed their usual practices regarding colds. Thus the tests brought Vicks Plan into direct comparison with all the various methods and remedies used by those not on the Plan.

Supervised by Doctors

Results of the first two clinic tests had seemed almost too good to be true. Additional tests were then made—supervised by independent, practising physicians. Records were kept under their direction, then sent direct to a firm of nationally-known public accountants, who tabulated and certified the results. And—in these independent tests—results averaged better than ever!

What Is Vicks Plan?

Here, briefly, is its outline. (Complete directions for following the Plan come in each Vicks package.)

1. **TO HELP PREVENT MANY COLDS**—Build resistance by following the simple health rules described in the Plan. And when a cold threatens, quick—use Vicks Va-tro-nol, just a few drops up each nostril. Its scientific medication s-p-r-e-a-d-s through the trouble zone in nose and upper throat, where most colds start. Used in time, at the first sneeze, snuffle or nasal irritation, Va-tro-nol helps to prevent many colds—and to throw off head colds in the early stages.

2. **TO HELP END A COLD QUICKER**—For the cold that gets by all precautions, Vicks Plan prescribes not only sensible, easy to follow rules of hygiene, but also prompt use of Vicks VapoRub—the modern external treatment for colds. (See section at left.)

Vicks Invites You to Hear Nelson Eddy on Sunday Nights

The originators of Vicks Plan invite you to listen in to Vicks Open House—with Nelson Eddy, famous singing star of screen and radio. Every Sunday at 8:00 p. m. (EST) Columbia network—coast to coast—WABC, etc.

Follow Vicks Plan
for Better Control of Colds

(Full details in each Vicks Package)

OVER $\frac{53}{26}$ MILLION VICKS AIDS TO BETTER CONTROL OF COLDS USED YEARLY

A MENACE TO FAMILY HEALTH

(Continued from page 17)

fection the second stage becomes apparent through any or all of a variety of symptoms such as: rise of temperature, sore throat, glandular enlargement, a peculiar rash on the covered parts of the body (particularly the chest and shoulders), mucous patches in the mouth. The infected person is now a menace to others, as the body discharges contain spirochetes. Through the saliva in kissing, or through the use of the common drinking cup or towel, the disease may be transferred to others. By proper treatment the person infected may be rendered non-infectious within a short time, though a long continued period of treatment may be necessary for cure.

Whether the person infected receives treatment or not, the second stage symptoms will disappear and the disease will become latent over a varying period of time—frequently for twenty years. Thus, an infection acquired during youth, neglected or badly treated in the early stages, may not give signs of serious difficulty until middle age has been reached. Then the situation may prove serious, for the spirochetes may invade any of the deep and important tissues of the body, causing destruction of tissue and finally death. Syphilis is sometimes called "the great imitator" because its effects may simulate symptoms of many other diseases, bring complications, nerve and mental disturbances.

From 10 to 15 per cent of the insane have become incapacitated because of syphilis. No more tragic feature of syphilis can be pointed out than the fact that the infection can be given by a mother to her child before its birth. It is the only infection which can be so transmitted. The results may be:

Destruction of the fetus and miscarriage.

While there are other causes of miscarriage, repeated failure to produce a full-term child may be due to syphilis.

Stillbirth.

Among the chief causes of the births of lifeless babies is syphilis. Its prevention would wipe out a large percentage of the frustration of parenthood by this all-too-common tragedy.

The birth of physically or mentally handicapped children.

Certain deformities of body and defects of mind present from birth are attributable to congenital syphilis.

The birth of poorly nourished, shriveled babies who resemble emaciated, wrinkled old people.

An apparently healthy child may lose

its eyesight during the first few years or develop some other serious difficulty at periods varying from early childhood to adult years.

All of the above tragedies can be prevented in at least 95 per cent of the cases of infected mothers by processes now well known to the medical profession. If the blood stream of an expectant mother is examined by certain laboratory tests and shows evidence of syphilitic infection and if the mother receives certain specified treatment over a period of six months, the damage to the baby can be prevented in all but a small percentage of cases. The mother may not have shown any symptom of syphilis other than the positive blood reaction. *This emphasizes the need of the early and complete examination, including blood test, of all expectant mothers, whether in the office of the private physician or in the prenatal clinic.*

If this known routine of diagnosis and treatment were followed, congenital syphilis with its train of misery could be almost completely wiped out in one generation. In spite of this knowledge, statisticians point out that 2 per cent of the children in the United States are victims of syphilis imparted by their own mothers before birth. This failure to benefit by medical advance must be attributed to lack of public education. Ordinary channels of general information are closed to this vital subject. Intelligent, well informed, courageous men and women should assist those public health officials and private practitioners who are trying to break through the barriers of ignorance, and should insist on the protection of the most helpless of all children—the unborn.

GONORRHEA. Next to measles, gonorrhea is more prevalent than any other infectious disease. It is caused by the gonococci, germs appearing in pairs somewhat resembling the flattened ends of dumb-bells, or coffee beans, and having an affinity for mucous membrane. The genital tract is the most frequent site of infection. A sexually promiscuous man or woman is apt to become infected and to infect others. About seven to ten days after exposure, swelling, burning, constriction of the parts, followed by a thick yellowish discharge, indicate the presence of infection and the need of treatment. The cure of gonorrhea is generally conceded to be more difficult than that of early syphilis. Cure can be brought about only by skilled treatment. The mucous-lined canal of the male reproductive organ is exceedingly narrow and delicate. Neglect, self-treatment, or unskilled medical procedure may send the infection to internal tracts. The

canal may develop stoppage (stricture). Other results to the male may be: inflammation of kidneys and bladder, certain types of arthritis resulting in deformed or useless joints, or sterility.

The young man, insufficiently treated may marry, believing himself cured, and infect the unsuspecting bride who, together with her family, is quite ignorant of the protective value of pre-marital health examination. The infected woman may attribute her first discomfort and discharge to causes incident to marriage, and the benefit of early treatment be lost. As all of the important organs pertaining to motherhood are lined with mucous membrane, the germs of gonorrhea have a wide area over which to spread; and there are many pockets in which the infectious discharges may collect. This is why inflammations requiring major operations frequently occur in women and also the reason why treatment is usually more prolonged and cure more difficult than in male infections. As for the effect of gonorrhea upon reproduction, sterility may be the result, or a so-called "one-child marriage" due to the reinfection of tissues bruised and torn at the time of childbirth.

The baby cannot become infected before birth, but if a gonorrheal discharge is in the birth canal and enters the baby's eyes as he comes into the world, and if the baby's eyes are not disinfected, serious inflammation and blindness are the result. Before disinfection of the eyes of all newborn babies became the required practice of all doctors, nurses, and midwives, four out of every five of those blind from babyhood were blinded by gonorrhea. Now the use of a simple and harmless germicide has greatly reduced the prevalence of *ophthalmia neonatorum*, as the inflammation of the eyes of the newborn is known. Certain medical authorities, however, report an increase of blind babies during the depression due to the fact that unemployed fathers, ignorant of necessary protective measures, have attended their wives at childbirth without medical or nursing aid.

Little girls before the age of puberty sometimes acquire, through accidental contact, an inflammation of the genitals known as gonorrheal vaginitis. If one or more cases are in a hospital ward or institutional dormitory, all little girls in the ward or dormitory are endangered through its rapid spread. Little girls may be infected by sleeping with a mother or older sister who is infected. Toilet seats or soiled towels may be the source of infection. All schools and public places should have seats of the U-shaped type. When this is not the (Continued on page 26)

The arrowroot in Royal cooks completely in 5 minutes—and digests faster... easier than cornstarch or tapioca



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ROYAL PUDDINGS CHOCOLATE VANILLA

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A MENACE TO FAMILY HEALTH

(Continued from page 25)

case, little girls should be taught to cover the front part of the toilet with clean paper. This will prevent possible contact with moist discharge. Gonorrheal vaginitis can be cured, but often requires several months of skilled treatment. Some hospitals will not admit these cases and treatment becomes a serious problem. A few cities have provided a special hospital, usually of residence type, where a home atmosphere, school work, and recreational opportunities are provided. This is the best method of cure, since the children need not remain in bed during the illness and a normal life during the treatment period lessens the danger of psychological shock.

Hospitals and institutions caring for little girls usually provide for the microscopic examination of the vaginal discharges before admission. Proper protection may be given to others by isolation of those found to be infected.

Some women have a vaginal discharge known as "leucorrhea" which may not be at all serious. The presence of a gonorrheal flow can be determined only by the laboratory microscope.

THE prevalence, serious consequences, and damage to reproduction and to childhood caused by gonorrhea and syphilis present a challenge to intelligent parents and to educators as well. The infections are to be found in all classes of society and spread rapidly unless properly diagnosed and made non-infectious. Ordinarily channels of public education are opening up. We must also depend upon intelligent and interested lay persons to assist in bringing to all families the benefit of those measures which science has discovered for the protection of family and racial health. In the present period in which the needs and frustrations of youth are of grave concern, parents and teachers should find a spur for action in considering the fact that by far the highest percentage of new infections with gonorrhea and syphilis occur between the ages of eighteen and thirty; about five times as many boys as girls become infected with gonorrhea; and three-fourths of all new cases of syphilis are contracted before the age of thirty. This is the normal marriage period; consequently, infections are often carelessly or ignorantly carried into the family.

The spread of syphilis and gonorrhea can be prevented, but the preventive program differs from that of any other contagious or infectious disease. The carriers and spreaders of the dis-

eases are human beings; the spread is influenced by conduct and takes place largely through sexual contacts of an intimate nature. Conduct is influenced by ideals and education. These are most effective if presented early. The character-training agencies are the home, the church, and the school. Here lie the challenge and the opportunity for parent and teacher.

The home sets before the child in his earliest years an example of family relationships. Whether harmony and confidence or contention and distrust prevail in the home circle of which he is a part will influence not only his childhood but his adult years. So also may the attitude toward and the reply to his first question concerning how human life begins! The National Congress of Parents and Teachers has a program and a bibliography on the subject of the sex education of the child. How many are making use of it? Do the stork, doctor's bag, and angel myths still prevail? Are children in your neighborhood finding excitement and interest in exchanging surreptitious and distorted information about the life processes? Are parents in general stimulating and supporting church leaders in making a wider use of the fact that science and morals go hand in hand in the program for sex guidance and family protection?

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From Boy to Man
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For Young Men and Women

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Betrothal, Paul Popenoe
Marriage and Morals, Henry Neumann

PARENTS, CHILDREN, AND SCHOOLS

(Continued from page 9)

grams that are effective have creative activities which develop interests that lead into home and community life. The home which capitalizes and utilizes to the fullest extent the educational offering of the school:

1. Seeks to send children to school in a happy frame of mind ready to profit to the greatest extent from school experiences.

2. Establishes a routine which will avoid excessive emotional strain. Such strain makes children unfit for the application necessary in school.

3. Provides opportunities whereby the child may follow up school activities. This may be in the arts, in physical activities, in quiet reading, or in planning a program of participation in the upkeep of the home or the farm.

4. Establishes a routine which will insure the regular well-being of the child, including regularity of meals and regularity of sleep and work.

5. Builds in each child a degree of security and the feeling that he is wanted and appreciated.

6. Establishes a situation where tolerance and justice prevail.

7. Develops sincerity in all dealings with children and avoids the pressure of competition which comes from insisting that children make better marks than their classmates.

8. Establishes a mutual confidence and respect for other children, the teacher, and the school.

PARENT-TEACHER ASSOCIATIONS

IN our heading, the word "children" lies between and both separates and connects the parents and the schools. This is as it should be. Teachers have no business instructing parents as to how they shall run their homes save as they may tactfully suggest conditions in the child which might be improved. On the other hand, it is not within the province of the parent to attempt to tell the teacher how she should run her school except as he may help the teacher to a better understanding of the child in whom they are both interested. The parent-teacher association could as well be the teacher-parent association, but always it is understood that the child stands between as the bond of union and the object of its existence.

The old philosopher gave us the best of advice when he said, "Know thyself." We parents need, as well, to know our schools, and in the process of knowing our schools better, we may also obtain considerable assistance in the very important business of knowing our children and how to carry on their education for which we are responsible as well as the school.



She always came with Brother

Poor thing . . . for years Ellen had been coming to parties with an irritated and unwilling brother . . . simply because no other man would take her! And yet, when she came out of college, everybody said that with such prettiness and charm she'd be married before she knew it. But the whispered story of her trouble went the rounds, as it always does, and simply ruined her socially. That is what halitosis (unpleasant breath) does to many a woman, many a man—without their even realizing its presence.

* * *

No Laughing Matter

People no longer laugh about halitosis. Research has established this offensive condition as being so real, such an everyday threat, that only the ignorant and careless fail to take precautions against it. The fastidious, realizing it is the fault

unforgivable, are continually on guard.

A Notable Deodorant

There has always been one *safe* product especially fitted to correct halitosis pleasantly and promptly. Its name is Listerine, and it is the pleasantest tasting, most delightful mouth wash you can use. When you rinse your mouth with Listerine, here is what happens:

Four Benefits

- (1). Fermentation of tiny food particles (the major cause of breath odors) is instantly halted.
- (2). Decaying matter is swept from large areas on mouth, gum, and tooth surfaces.
- (3). Millions of bacteria capable of causing odors are destroyed outright.
- (4). The breath itself—indeed, the entire mouth—is freshened and sweetened.

Don't Offend Others

When you want such freshening and deodorizing effect without danger, use Listerine. Use it every morning and every night, and between times before business and social engagements, so that you do not offend.



LAMBERT PHARMACAL COMPANY, St. Louis, Mo.

BOOKS TO GROW ON

(Continued from page 7)

Now that realism has found its proper place in stories for young people and histories are stressing progress rather than destruction, it is gratifying to find that historical fiction has not lagged behind. Here, too, the modern perspective has effected a wholesome change of emphasis.

Stories of other periods show a strong undercurrent of tolerance, a minimizing of the glories of war, and a lack of the cocksureness and egotism that result in flag-waving. When children grow on civilized books, is it too much to hope that they will eventually learn that civilization is something more vital and far-reaching than mere personal or group security and the multiplication of machine age trappings? I do not for a moment mean to suggest that romance and glamor are no longer to be found in children's books. I am only pointing out a wholesome change of emphasis. Courage, endurance, loyalty, and idealism mold character and in stressing these qualities, skilful story-tellers proceed on a sure foundation to the development of their themes. For example, Constance Lindsay Skinner's *Silent Scot*, Hubert Coryell's *Indian Brother*, Caroline Dale Snedeker's *Uncharted Ways*, Rose Knox's *Gray Caps*, Cornelia Meigs' *Clearing Weather*, Katharine Grey's *Rolling Wheels*, Jeanette Eaton's *Betsy's Napoleon*, Eloise Lowmsbery's *Lighting the Torch*, and Elizabeth Janet Gray's *Beppy Marlowe* are excellent stories about the past written in the modern mood and brimful of drama and stirring adventure.

Biographies are no longer patronizing rehashes of adult books. Jeanette Eaton was a pioneer in the field of biography for boys and girls when she wrote *A Daughter of the Seine* about Madame Roland and the French Revolution. Constance Rourke's *Davy Crockett* is not only the best life available of that amazing backwoodsman, but also a dramatic and accurate picture of pioneering days.

There was a lack of biographical material suitable for the younger child until the d'Aulaires had the brilliant idea of making one of their delightful picture-story books about George Washington. The many full-page pictures in *George Washington* are beautiful in design and execution, and the text is brief, simple, and accurate. With real artists interpreting history for the child under ten, another exciting avenue opens in children's books.

An excellent example of the kind of information and scholarly background that a good biography should have is that most famous of all modern Amer-

ican children's books, *Hitty: Her First Hundred Years*, by Rachel Field. Hitty is a doll and her life is supposedly imaginary. However, when I look at Hitty herself and see the character and personality in that little six-inch figure, I feel instinctively that Rachel Field somehow looked into the past and recorded facts. It is perfectly true that she did record actual conditions in drawing Hitty's background, and so this little book is, within its limits, a faithful cross-section of American life during one hundred years.

There are inspiring anthologies of poetry, from *Silver Pennies* and *A Rainbow in the Sky* for the very young to *This Singing World* and *Come Hither* for older readers. Not

AUTUMN PASTORAL

by Eleanor Alletta Chaffee

*The bluejay at the edge of frost
Cries down the wind that all is lost;
Still are the furred things, still and
shaken,
Seeing what rain and wind have taken.
But up from the crisp and leaf-strewn
ground
Lifts up the shrill and certain sound
Of the valiant cricket, the last to go
Before the threat of the coming snow.
He sings of summer as one who knows
The way of reaping and grass and rose,
Whose hope feeds yearly on life made
over
Of earth and harvest and fallen clover.*

all modern poems by any means, but collected from the modern point of view, which seeks poetic beauty of thought and style rather than the dismal or sentimental moral verse prescribed for the young by an older generation. Boys and girls who have read and dreamed over such anthologies have already met the great poets. *A Round of Carols*, with music arranged by T. Tertius Noble and exquisite pictures by Helen Sewell, is the most distinguished of many good songbooks.

THE years since 1929 have been difficult and hazardous years for most of us, but these years have probably seen the publication of more really good books for children than any other seven years in history. The world around us has been presented effectively, intelligently, and interestingly to young readers of all ages. In addition to the subjects already mentioned, there are many others.

For the small boy who wants to know what makes the wheels go

round, there are Pryor's photograph books beginning with *The Train Book*, Lent's *Diggers and Builders*, and others. Floherty's *Board the Airliner* and *Guardsmen of the Coast* are packed with information and lavishly illustrated with photographs, and Morgan's *A First Electrical Book for Boys*, with its simple experiments and clear explanations, inspires a further quest for knowledge. So do those delightfully illustrated books by the Peter-shams about the things we use, about minerals, and about transportation. Post's *Skycraft* and Morgan's *Story of Skyscrapers* will delight the older boy who wants facts straight from the shoulder. No child should grow without easy access to an encyclopedia, such as *Compton's Pictured Encyclopedia* or *The New Champlin Encyclopedia for Young Folks* or the *World Book Encyclopedia*.

To the honesty of modern writers we owe a welcome change in the animal story for children under ten. Instead of sentimental twaddle about personified animals they may read the actual life story of a beaver in *Flat Tail*, and the transformation of a tadpole into a frog in *Wagtail*, by Gall and Crew, and the story of a jungle monkey in *Keema of the Monkey People*, by Wilwerding. In these books the writers' imagination is used to bring actual facts into relief, not to obscure them. For older readers who like this approach there is Davison's *Red Heifer*, an unsentimental and beautifully written story of a wild cow.

There is excellent entertainment, too, in the lighter juvenile fiction. Howard Pease, S. S. Smith, and Norma Mansfield have proved that even the deplored mystery story can conceal something worth finding out. There are amusing books like *Honk the Moose*, *Those Plummer Children*, and *Emil and the Detectives* which are read and reread for the sheer fun of chuckling over them. Norman Lindsay's *The Magic Pudding*, a most ridiculous yarn from Australia, will find a host of readers because it is so cleverly absurd. There is Anne Parish's *Floating Island*, a riotous story of shipwrecked dolls, and that delectable bit of imagination, *The Royal Mimkin*, by Alice Gall and Fleming Crew; and there is the highly popular and completely unpredictable *Mary Poppins*. We all know *Winnie-the-Pooh* and *The Wind in the Willows*; but not everyone knows Masefield's *Midnight Folk* or Tarn's *The Treasure of the Isle of Mist*, and that is a pity because they are great stories of poetic fancy and wild adventure. Dr. Doolittle's many friends will like Mairin Cregan's *Old John*, a fairy tale straight from Ireland, with bewitching pictures by Helen Sewell. A very new book which the (Continued on page 30)



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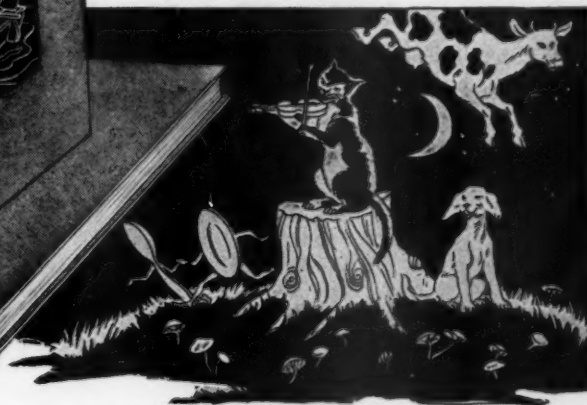
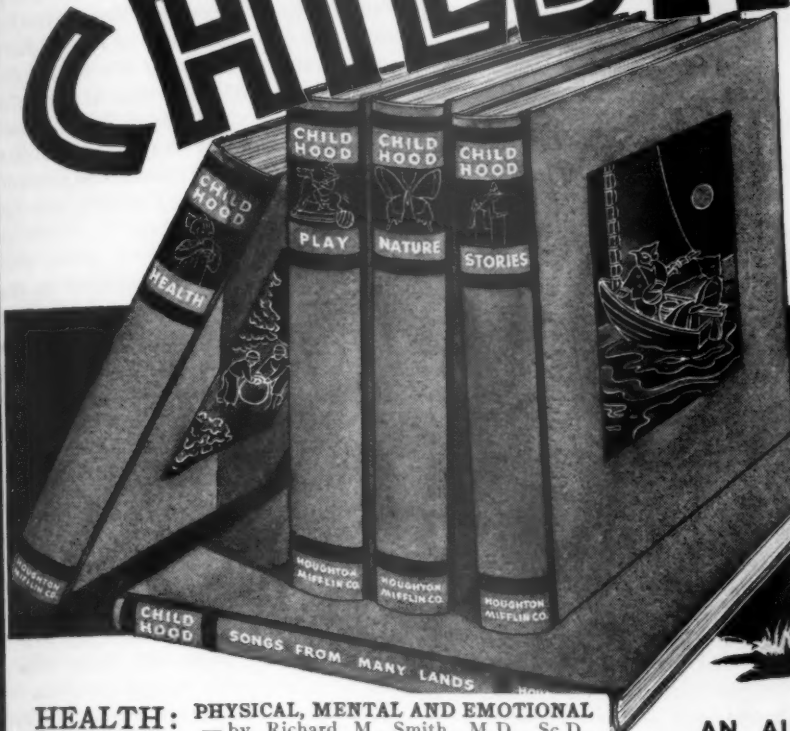
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— by Rose Alschuler, Staff Dir. Winnetka Public School Nursery Unit, and Christine Heinig, A.M., Assoc. in Nursery School Educ. of Child Devel. Inst., Teachers College, Columbia Univ. Advice to parents on materials for indoor and outdoor play, children's clothing, holidays and excursions, on play for individual needs, and discussion of many other related subjects, including convalescence, and the child's own room. 9 1/4 x 6 3/4 in., 256 pps., 65 illust. 12 in gravure.

NATURE: THE CHILD GOES FORTH

— by Bertha Stevens, A.B., member of faculty, the Avery Coonley School, Ill., author of "The Child and the Universe," etc. Shows parents how to arouse and quicken interest of children in the wonders of animal and plant life, and in natural objects, such as stars, and stones, and in phenomena of every day experience. 9 1/4 x 6 3/4 in., 288 pps., 46 illust. of which 16 are inserts.

STORIES AND VERSE

— edited by Mary Lincoln Morse, Chair. Comm. on Lit. of the Assoc. for Childhood Educ.; editor of the famous "Umbrella Books." An anthology of folk lore, classic fairy tales, modern stories and much good verse; graded and selected with the advice of Dorothy Baruch, Jean Betzner, Frances Kern, and Eloise Ramsey. 9 1/4 x 6 3/4 in., 288 pps., 175 illust., 170 of which are in color.

SONGS FROM MANY LANDS

— edited by Thomas Whitney Surette, Mus. D., Founder and Dir. of the Concord Summer School of Music; editor of Concord (Music) Series; formerly Dir. Music Dept., Byrn Mawr College. A compilation of the folk songs of many nations, selected for the dual purpose of developing good musical taste and providing enjoyment. A number of the songs have never been published before in this country. Simple piano accompaniments have been written for each piece. 9 1/4 x 12 in., 80 pps. 60 illust. in color.

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- () I would like further details about CHILDHOOD.

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Husband's business address: —





A Quick Guide to Macmillan's Books for Boys and Girls

By the author of "Caddie Woodlawn," this year's Newbery Medal winner—CAROL RYRIE BRINK—*Mademoiselle Misfortune*. Illustrated by Kate Seredy. \$2.00

Picture Books

- Brann: *Another New Year with Bobbie and Donnie* \$1.00
 Flack: *Willy Nilly* (a penguin story) \$1.00
 Nichols: *Babies* (photographs) \$1.50
 Sewell: *Ming and Mehitable* (a tiny book) \$.75

Favorite Story Books

- Hader: *Billy Butter* (a goat story) \$2.00
 Lathrop: *Bouncing Betsy* (a pet lamb) \$1.50
 Lent: *Tugboat* (and harbor activities) \$1.75

For the Middle Ages

- Fleury: *Luckypiece* (old Detroit) \$1.75
 Meigs: *The Covered Bridge* (Vermont in 1800) \$2.00
 Wilwerding: *Keema of the Jungle People* (monkeys) \$2.00

For Older Boys and Girls

- Adams: *Scarlet Sheath* (mystery-novel) \$2.00
 Hess: *Saddle and Bridle* (vacation-job story) \$1.75
 Coatsworth: *Sword of the Wilderness* (boy captive, with the Indians, 1689) \$2.00
 Dwight: *Drums in the Forest* (*coureurs and voyageurs* in Quebec, 1686) \$1.75

An Important Book for Every Young Reader

The Junior Bible: An American Translation. Edited by Edgar J. Goodspeed. Illustrated by Frank Dobias. \$2.50



The Macmillan Company—60 Fifth Avenue—New York

BOOKS TO GROW ON

(Continued from page 28)

younger child will cherish is *Teeny and the Tall Man*, by Julian R. Meade, delightfully illustrated by Grace Paull. At last we have an enchanting book about modern children which, in the quality of its writing, ranks with *Away Goes Sally*. Heretofore, the past has always lured really good writers; realistic stories of the present for little children are usually second class and insipid. It is indeed fortunate that a writer of Julian Meade's ability has chosen the present. I predict a long and merry life for *Teeny and the Tall Man*.

One must begin early to grow. Picture books are the first station on the way and *A First Picture Book*, with the Steichen photographs of familiar home objects, comes at the starting point. As new and better processes of reproduction come into use, picture books become lovelier and less expensive. The much younger generation is rich in books. They, like ourselves, have inherited Leslie Brooke's *The Golden Goose Book* and *Johnny Crow's Garden*, and the vigorous pictures of Caldecott. Beatrix Potter is claimed as their very own by every generation. Perhaps the same claim will be made years hence for Jean de Brunhoff's inimitable *Babar*, for Wanda Gág's *Millions of Cats*, and for the Petershams' lovely *Christ Child*. There are ridiculously amusing picture books like the Evers' *This Little Pig*, Dorothy Kunhart's *Junket Is Nice*, and Georges DuPlaix's *Gaston and Josephine*. Dorothy Lathrop's *Who Goes There*, Margery Bianco's *Hurdy Gurdy Man*, with pictures by Robert Lawson, and Lignell's and Princehorn's *Three Japanese Mice and Their Whiskers* are gay and lovely. Others are sturdily satisfying with their stories of definite accomplishment, like Elsa Beskow's *Pelle's New Suit* and Marjorie Flack's *Angus* books and *Ping*. I have already gratefully mentioned the books about children of other countries. Lena Towsley's natural unposed photographs of children and animals furnish a welcome variation in the picture book field. Two captivating new books are Edward Ardizzone's *Little Tim and the Brave Sea Captain*, an adventure tale illustrated with rare charm and beauty, and Clare Newberry's *Mittens*, the most beguiling kitten that ever scampered into a book.

The scope of a short article is only sufficient to point out a few high spots in a full and constantly increasing harvest of modern books to grow on. It is the aim of modern schools to provide excellent books for pleasure as well as for instruction. It is not enough, however, for a child to have

good books only at school. Thoughtful parents look for artistic and literary excellence in building up libraries for home reading. Just "something to read" is not good enough. Your child's food must be balanced nutritions, properly cooked and attractively served. You train him carefully along lines prescribed by the best child psychologists. Aren't the picture books that he pores over and the stories that carry him in imagination far beyond the limits of time and place worthy of equally careful attention? Books help to direct his imagination, to widen his perspective, to develop his sense of humor, to give him information that he craves. They also provide rich entertainment for the moment and lay a firm basis for future enjoyment and intellectual growth.

Good books endure—the play is never ended: the curtain never falls.

(The illustrations on the heading of this article are from John Masefield's *Midnight Folk*, with sketches by Roland Hilder; and Alice Gall and Fleming Crew's *Flat Tail*, illustrated by W. Langdon Kihn.)

• • •

(A list of publishers and prices of the books mentioned in this article is available on request. Send three cents for postage to the Editorial Department, National Parent-Teacher Magazine, 52 Vanderbilt Avenue, New York City.)

What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. Why is it important for parents to visit their children's schools? 5.
2. What is one of the best ways of selecting books for children? 7.
3. What are a few of the ways in which the home can cooperate with the school for the good of the child? 8-9.
4. How is friendliness related to character? 11-12.
5. How would you handle a situation in which a child in a home where you were a guest took money from your purse? 16.
6. What is one of the most serious health problems in the country and how may it be combated? 17.
7. How can the home do its part in educating children for peace? 20.
8. What are some of the important foods which contain vitamin D, and what are some of the other ways of insuring a supply of this valuable vitamin? 22-23.



NO SANDPAPER HANDS when you use Hinds. It puts back the softness that dishwashing takes away. For its precious lubricants soak dry skin into natural smoothness—not just a surface slickness! Hands freshen up cool and soft. Use Hinds regularly. Creamy, not watery—every drop works!

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GROWING HANDS AND LEGS come indoors chapped from the day's fun. Soothe them *sooner* with Hinds. It's quicker-acting. Every creamy drop does good. Even toughened little knees soften into smooth comfort. For severe chapping, leave Hinds on overnight. It dries *in* the skin—doesn't come off on sheets.



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FREE *The first* One-Piece DISPENSER

At last! The new perfect 1-piece lotion dispenser—free on the Hinds 50c-size bottle—ready to use. Nothing to take apart or put together. Tidy. Simple. No fuss. No bother. No waste. Works instantly. Simply turn bottle upside down—press—out comes Hinds quicker-acting lotion! It puts back the softness that drying housework takes away. Keeps your hands feeling good, looking grand! Hinds comes in \$1, 50c, 25c, and 10c sizes.

Mother!

Here's a hot
whole wheat cereal
children love to eat



Serve **RALSTON**
WHEAT CEREAL

Better for them because it's
"double-rich" in vitamin B which
aids digestion

creates eager appetites
helps prevent nervousness
promotes growth

But that's not all. As a hot cereal,
Ralston is more satisfying, more sus-
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helps to build strong bones and
teeth, healthy flesh—energy and
endurance... Double-rich Ralston
is delicious—cooks quickly, too. And
for all its extra value, it costs no more.
Ralston Purina Co., St. Louis, Mo.



RALSTON
WHEAT
CEREAL

COLD WEATHER FLOWERS

(Continued from page 15)

sooner than others and as digging
them out might disturb the slow grow-
ing ones, cut the soil from top to bot-
tom half way between the rows with
a knife so the little plants may be
lifted out one by one with a broad-
bladed knife or a thin flat stick and
"pricked" into little holes in the soil
of the new seed pan, each variety by
itself.

As soon as the pricked out plants
begin to crowd, cut the soil as before
between the plants in both directions
a day or two before you are to trans-
plant them to little flower-pots.
Though this will cut the long roots it
will encourage the formation of new,
short ones in a clump and thus favor
successful transplanting.

Always use two-inch or smaller flow-
er-pots for this first transplanting.
When the pots are too large, the soil
is likely to become sour and to kill the
plants because of this. Always leave
a space below the rim of the flower-pot
to be filled with water. If you fill the
pot too full, the water will flow over
the edge of the pot and do no good to
the plant.

Whenever watering is done, be sure
to soak the entire ball of soil. The
best way to insure this is to stand the
flower-pot nearly full depth in shal-
low water until the surface soil shows
wet spots, then remove and let it
drain before placing where wanted.

As the air of living-rooms is usually
too dry for the best growth of plants,
the pots may be placed in pans partly
filled with gravel kept moist by occa-
sional watering and the drainage of
excess water from the flower-pots.

It is easy to know when potted
plants should be shifted to larger pots.
First lift the pot to see if roots are
coming out of the drainage hole. If
they are, place your hand over the top
of the pot upside down so it rests on
your hand. Grasp it by its side with
your other hand and strike the rim
vertically downward on the edge of
a bench or a table. If the soil is moist
(as it should be) the plant with its
ball of earth will separate from the
pot and be in one hand while the pot
will be in the other. If only a few
straggling roots show on the surface
of the earth ball, do not shift the plant
but turn it right side up in the pot
and give the bottom of the pot a down-
ward rap on the bench to settle the
ball of soil firmly in place again.

Should the ball of soil be covered
with a mass of roots, be sure to shift
the plant to the next larger size of
pot. To do this properly, first pare off
a little of the soil from the surface
to get rid of any "moss" on it; sec-
ond, put some moist soil in the pot to
be used; third, place the plant so the

STAY Slim



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WHOLE RYE WAFERS

You'll find Ry-Krisp a priceless aid
in making your body truly beauti-
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whole rye, salt and water, double-
baked for crisp deliciousness. Low
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Best of all, Ry-Krisp tastes so good
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perfect partner, for every beverage,
every food. Start today to serve
Ry-Krisp as bread at every meal.
Ralston Purina Co., St. Louis, Mo.



RY-KRISP
WHOLE
RYE WAFERS

top of the earth ball is lower than the pot rim; fourth, fill the space between the soil ball and the pot with soil and press this down firmly with your thumbs; fifth, be sure to leave a space below the pot rim to fill with water each time that watering is necessary.

This necessity is easily determined by rapping the flower-pot with your knuckles. If the sound thus made is a dull thud, the plant will not need more water for that day; but if it is a more or less metallic ring you should soak it. You will soon learn to recognize other signs which the plants indicate by the condition, color, and position of their leaves, so that a glance will suffice to show which ones need water and which have enough or too much.

For succession of flowers you may make consecutive sowings of desired kinds at intervals of a month or six weeks from November to February or March.

DWARF GROWING ANNUAL FLOWERS FOR WINTER GARDENING

Ageratum (floss flower)—6 to 9 inches.

Alyssum, sweet, madwort, Little Gem, or Tom Thumb varieties—4 to 6 inches.

Antirrhinum (snapdragon), dwarf varieties—12 to 15 inches.

Brachycome (Swan River daisy)—12 inches.

Calendula (Scotch marigold)—12 to 15 inches.

Calliopsis, dwarf varieties—9 to 12 inches.

Convolvulus minor (dwarf morning glory)—12 inches.

Didiscus (blue lace flower)—15 to 18 inches.

Dimorphotheca (African golden daisy)—12 to 15 inches.

Impatiens (Sultan's or Zanzibar balsam)—15 to 18 inches.

Ionopsidium (diamond flower)—3 inches.

Leptosiphon (star-dust)—3 to 5 inches.

Linum grandiflorum rubrum (scarlet flax)—15 inches.

Matthiolar (evening scented stock)—15 to 18 inches.

Mesembryanthemum crystallinum (ice plant)—6 inches.

Mimosa pudica (sensitive plant)—15 to 18 inches.

Nemesia—8 inches.

Nemophila (baby blue-eyes)—8 inches.

Phacelia (California bluebell)—9 inches.

Petunia nana compacta (dwarf petunia)—5 to 10 inches.

Rhodanthe (Swan River everlasting)—12 inches.

Tagetes signata pumila (miniature marigold)—9 inches.

Zinnia, midget, Lilliput, or pompon varieties—12 to 18 inches.



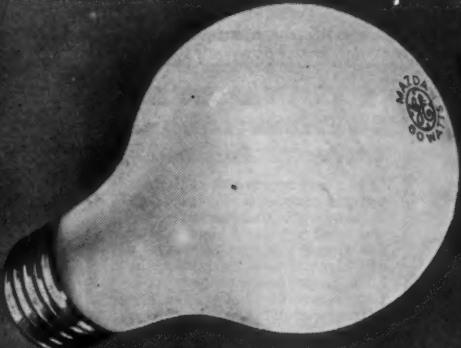
Trouble ahead?

TROUBLE AHEAD for these bright young eyes? If parents only realized how poor lighting causes eyestrain, wasted nervous energy, and other physical disturbances, they would always give their children plenty of good light for seeing tasks. One school child in five already has defective vision. Is it worth while to take chances with inferior lamps that get dimmer and dimmer as days go

by? Why not keep your home well lighted with Edison MAZDA lamps... the lamps that *Stay Brighter Longer*...and use electricity so much more economically than inferior lamps. Always keep spares on hand...especially the sight-saving sizes...75 and 100 watts...that are so necessary in helping busy young eyes develop normally. Ask for Edison MAZDA lamps by name!

LAMPS WITH THIS MARK *stay brighter longer*

only
15¢
15-25-40-60
WATT SIZES



EDISON MAZDA LAMPS
GENERAL  ELECTRIC

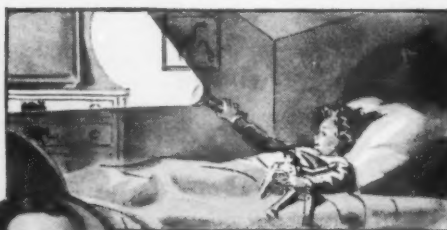
G-E DIME LAMPS... The first real value in a ten cent lamp bulb. Manufactured by General Electric, these Dime lamps are made in 60, 30, 15, and 7½ watt sizes and are marked like this G E

"Now I don't Have to Wake You... Mummy"

Mother Takes a Tip from Children's Psychologists who Tell How to Banish Fear of the Dark.

"Our child was nervous and high-strung, subject to bad dreams at night," writes Mrs. H. E. Vergosen of Detroit, Michigan. "We never knew when that heart-piercing scream 'Mummy! Mummy!' would come from Junior's room, our signal to sit up for an hour or more while we tried to reassure him.

"But one day I took a tip from a parents' page in a newspaper, and put a flashlight under his pillow. Nothing happened for several weeks . . . Junior was having one of his good spells. And then the dreams began again . . . the same scream, the same terror . . . and suddenly quiet, blessed quiet. When I entered his room a moment later Junior was almost asleep, the flashlight burning brightly, still clutched in his hand. As I put it back under the pillow I gave it a pat for its lightning-quick response in what, for us, was



a real emergency. And I gave myself a pat, too, for having been smart enough to look at the

Eveready batteries at the time I bought them, a long while before, and to make sure they were fresh and not dried out. I don't know how long we'd used those batteries—months, I guess—but they still gave fear-dispelling light when Junior needed it. Thanks to Eveready, the nights are quiet in our house."

Mrs. H. E. Vergosen

**EVEREADY
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ARE FRESH
BATTERIES**

National Carbon Co., Inc.,
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NOTE—Psychologists agree that light dispels fright. Fear caused by uncertainty, vivid dreams and over-active imaginations quickly vanishes when a flashlight shows only the comforting, familiar surroundings. Going to the bathroom becomes an adventure in exploration instead of an occasion for disturbing the household. This comfort induces relaxed slumber and pleasant awakenings, encourages self-help and arouses pride in being grown up like Mother and Dad. So, if your child is timid at night, don't leave a light burning in his room: instead, put an Eveready Flashlight, loaded with fresh Eveready Batteries, in easy reach. There is every chance of solving your problem that way.

"I WISH I COULD TELL EVERY MOTHER...about Calvert School"



"Six years ago we were in despair," a mother writes us. "Our little son was unable to attend the local school. I read about the Home Instruction Courses of Calvert School but how could I, a busy housekeeper with four other children, give my youngster proper instruction? I wrote for a sample lesson, however. Our boy is now in Prep School. Last month he won first honors. The Headmaster tells us he has an unusually sound foundation. I wish I could tell every mother in the world about Calvert School."

If your child's education is a problem, write today. Learn how parents are educating their children from kindergarten to high school with home instruction courses from Calvert's prominent and successful day school in Baltimore. Calvert Courses have been successfully used by more than 50,000 children throughout the world. Write today for our FREE illustrated booklet.

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When a juvenile magazine is acclaimed by children, parents, and teachers—all,

IT'S UNUSUAL

When that magazine equals the quality of the highest-priced publications in its field, and yet is only \$1 a year,

IT'S UNHEARD OF

When your money will be returned to you if you are dissatisfied with the first issue,

IT HAS TO BE GOOD

Yet these facts are true of

Wee Wisdom

the magazine your child should have.

917 Tracy

Kansas City, Mo.

FOR HOMEMAKERS

(Continued from page 19)

to be tucked in. Then cut your material by the paper and pin the cloth together right on the chair. Bind all the edges to give a strong, smart finish. There usually has to be an opening in the back which can be made with lapped hems snapped together or with a slide fastener. The material selected should be simple and sturdy as its real purpose is protection, but the very fact that a slip cover is informal makes it possible to use gay colors and patterns. Avoid a material that has as a part of the pattern any long threads lying on the surface as these are sure to get caught and broken.

Sometimes a few new pillows will give just the necessary note of freshness. These may be the old ones recovered or smart, ready-made pillows that are inexpensive. Look, however, to find out what the filling is. If it is kapok, do not expect much wear as kapok is the fiber surrounding the seed of a semi-tropical plant and is so very soft and fine that it wears out by rubbing on itself inside the pillow and leaves only dust.

HOUSEHOLD REPAIRS

To save time and annoyance there are several small household repairs that a woman can learn to do for herself. The first is to replace a burned-out fuse, as nothing is more upsetting than to have a fuse blow out in the midst of some job such as washing, ironing, or stitching. Have your husband or the electrician go over the fuse box with you and show you just how to find out which one needs to be replaced and how to do it. Never use your last fuse without immediately reordering. Some of the electric companies put out a handy family package of a few bulbs and fuses well packed to avoid breakage.

A drawer that sticks can be fixed by the handy woman. If it sticks only slightly, a little brown soap or floor wax on the runners may be all that is necessary. But if it is very stubborn it will probably have to be sandpapered or planed down just a little. To find out just where the drawer catches, rub ordinary white chalk on the runners very lightly. As you try to push the drawer in, the place where it begins to be too tight will scrape off the chalk. Sandpaper for a few inches beginning at that point and try again. If sandpaper will not take off enough of the wood, try planing but be careful to take off only the thinnest shaving before trying again. Check up on all the drawers in the house which try your patience every day, and put them in working order again.

THE ROBINSON FAMILY

(Continued from page 10)

fact that it is highly desirable that children should learn to get along without their families. That child is fortunate whose mother's love has not been so exacting and absorbing that he must constantly turn to his home for sustenance and nourishment, after he is of an age when life's demands make it necessary for him to be footloose. The business man who called at his mother's home every day, for a half hour during which she stroked his head and listened to his troubles, is an extreme example of the maladjustment caused by unwise love and devotion.

The second thing that Mrs. Robinson must do is to realize that family life today is of necessity a very different thing from that home life which she remembers, clings to, and unconsciously tries to reproduce. Meeting changing family needs in a world so rapidly on the move as the one we live in today means that the older members of the family must be wide-awake indeed if they are to make sensible, sane adjustments.

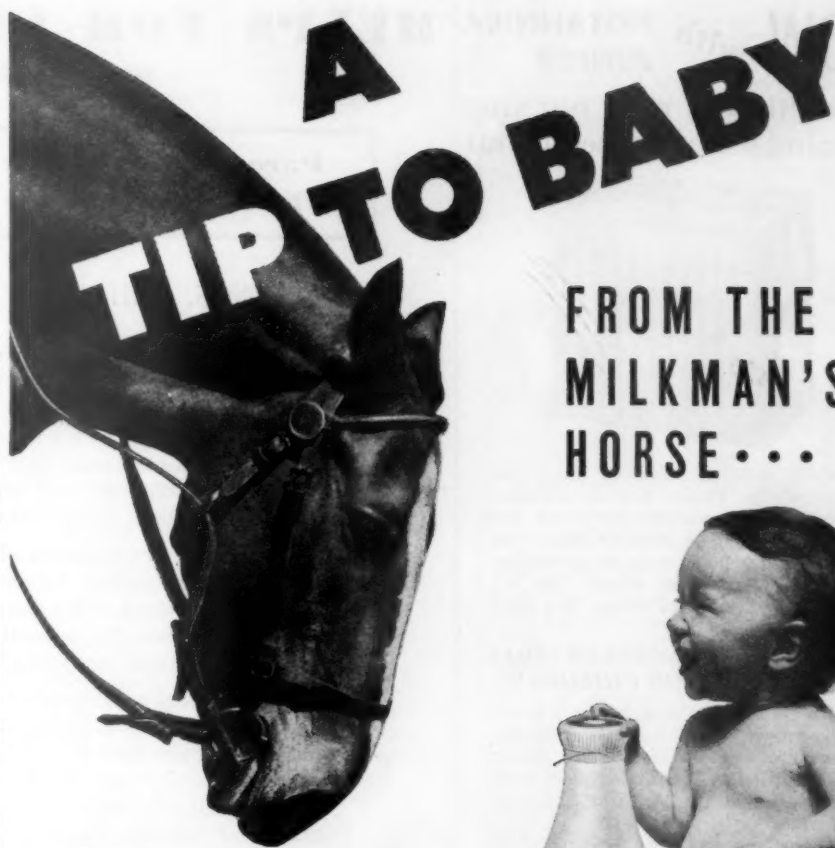
Last of all, Mrs. Robinson must remember that she is a person, with needs and rights of her own. If she becomes so much engrossed in the pressing affairs of her children and their needs as to forget this, she will be short-sighted. For nothing forms a more solid basis for really enduring family enjoyment of one another than continued flexibility, growth, and change, and the mother who becomes overly concerned with making her children happy is unlikely to have much time left for mental stimulation.

I almost wish that instead of putting in that extra time making the things Jack liked for Thanksgiving dinner Mrs. Robinson had spent it in some bit of frivolity just for her very own self!

**Next Month:
SECRETS AND MYSTERIES**

"Organized Safety by Organized Parents and Teachers" is the title of a sixteen-page pamphlet just published by the National Congress of Parents and Teachers to guide local parent-teacher associations in carrying forward its Traffic Safety Education Project.

Attractively illustrated and printed, with an arresting story told simply and effectively, the publication should be invaluable to parent-teacher associations. The illustrations alone carry a graphic story which children as well as adults will find interesting and profitable.



FROM THE
MILKMAN'S
HORSE...

**"We leave some mighty good
milk at your home every morning.
Too bad you don't get up
early enough to greet us
as a One Man Reception
Committee. Then you'd see how**

**often people leave the milk standing outside their
door for hours before anyone takes it inside. That's one
of the reasons we put a Welded Wire Seal on every bottle."**



1 A Welded Wire Seal keeps your milk as pure and clean as when it left the dairy. It locks in purity; locks out contaminations that might endanger your family's health.



2 Completely tamper-proof, a Welded Wire Seal makes you absolutely certain that you are the first and only person to break the seal on your milk and cream.



3 A Welded Wire Seal keeps germ-laden dirt from accumulating on or under the sterile pouring lip; keeps the bottle-lip as clean and sanitary as when it emerged from its steam bath at your dairy.

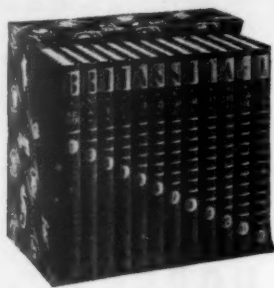
**Welded Wire
SEAL**

THE NATIONAL TRADE MARK OF BETTER MILK AND CREAM

INSIST on this Welded Wire Seal on your milk. If your dairy does not use it, write and we will tell you where to procure it in your locality. The Standard Cap and Seal Corporation, 1200 Fullerton Avenue, Chicago, Ill.

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THE NATIONAL
PARENT-TEACHER MAGAZINE
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HELPS FOR STUDY GROUPS

by Ada Hart Arlitt

Parent Education Study Course: The Family and the Community



● PARENTS, CHILDREN, AND SCHOOLS

by J. W. STUDEBAKER
(See page 8)

I. Points to Bring Out

1. The main aim of the school is now, as it has always been, to understand each child and to develop each child in the light of his own equipment and needs not only for the child's sake but for the sake of his parents as well.

2. The best development of children is brought about by a mutual understanding between teachers and parents of the goals of each, since either may help or hinder so materially the work of the other. The educative process depends upon "mutual understanding and sympathy."

3. The parent as a member of the school district is responsible for all of the conditions which surround the child in school and which make for his health, comfort, and ease of work. This means the equipment of the school, the heating and lighting facilities, the means of keeping it clean, and all external conditions of buildings and grounds. Cooperative planning by teachers and parents can secure better conditions if the school has not already provided adequately for the health and comfort of the child.

4. Since only one-fifth of the child's life is spent in school even during the period between six and eighteen, the major part of his education will depend upon the home and the community. This puts it squarely up to the parent to secure an adequate, all-around education for his child.

II. Problems to Discuss

1. What are some ways in which parents and teachers can cooperate in developing a better knowledge of children?

2. There are some situations which produce a high degree of tension between children and the schools they attend. How may parents avoid occasions for developing such strains and stresses?

3. Does the fact that children differ make it unwise for them to work together in groups?

4. What are some projects which parent-teacher associations may undertake which will make for better use of the facilities offered by the school?

Helps in Forming and Directing Study Groups

SELLECT a chairman for the study group. This leader will thereafter have charge of the programs for the year.

The leader should have two vice-chairmen: one to see that the books and pamphlets to be used are at the place of meeting, and the other to have charge of attendance.

The article should be read by every member in the group before the meeting. There should be a sufficient number of magazines to make this possible. If the number is insufficient, the leader may read the article aloud to the group. The leader should then present the points to bring out. After these points have been discussed, each problem should be presented to the group. Paragraphs from the article may be read aloud if this procedure is necessary to make the answers to the questions clearer.

For aids in carrying on group discussion, see the *Parent Education Third Yearbook*, published by the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C. \$1.

DURING recent months the National Congress of Parents and Teachers has lost two valued and loved members who were active in the early days of the organization. Of inspiration to their own state Congresses, for many years they contributed much to the work of the national organization as well.

On August 5, Mrs. Fannie J. Bailey, of Albany, New York, affectionately known in the Congress as "Grandma Bailey," died at the age of 104 years. She was active for many years in P.T.A. work.

The Connecticut Congress mourns the loss of a lifelong friend and active worker, Mrs. Frances Sheldon Bolton, founder of the Connecticut Congress of Mothers, who passed away, August 30, in New Haven. A pioneer and leader in protective legislation and parental education, she traveled around Connecticut giving informative and inspirational addresses to Congress members.

Mrs. Bolton was the first in Connecticut to answer Mrs. Birney's call to the first convention of the National Congress of Mothers, in Washington, D.C., February 17, 1897. Three years later she was appointed by Mrs. Birney to organize the Connecticut branch. During part of Mrs. Schoff's administration she was Recording Secretary of the National Congress.

Mrs. Bolton was always interested in the civic life of New Haven. Gentle, sweet, and loving, she devoted her time, strength, and money to helping parents and children.

Coming in December

Has Efficiency a Place in Child Training?

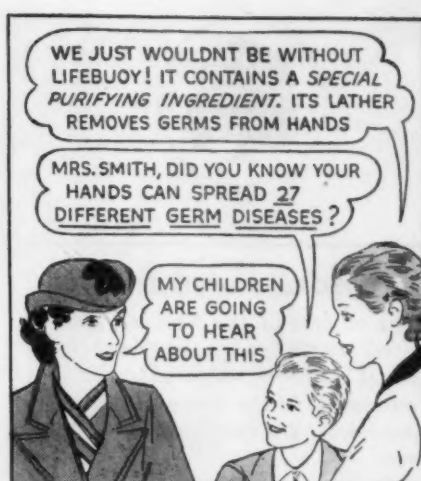
by Jean Schick Grossman

To most persons today, efficiency is a necessary attribute to living. In a practical article on the subject, a well-known parent education specialist discusses the reasons for helping children to develop efficiency while they are young, and tells how it may be done.

Playthings Can Be Simple

by Helen M. Reynolds

From her long experience as a teacher, the president of the Association for Childhood Education writes a helpful article on choosing toys and play materials. This article will be of special interest at the time when parents, relatives, and friends are making lists of Christmas Gifts for the young.



Special ingredient helps protect health—increases soap's mildness

LIFEBOUY is grand for the whole family—for bath, for face, for hands. Father and mother—as well as the children—enjoy the protection of its special purifying ingredient... An ingredient you will not find in any other popular brand of toilet soap.

For your children!—Regular hand-washing with Lifebuoy—always before meals—helps ward off the 27 different germ diseases the hands may spread (figures of Life Extension Institute!)... Lifebuoy, with its special purifying ingredient, is a real health protector. And the Lifebuoy Wash-Up Chart will help you make hand-washing a game for your children. Send for copies and free cakes of

Lifebuoy—one for each of your children.

Father!—Lather up with Lifebuoy yourself. Feel how the luxurious lather carries the special purifying ingredient deep into your pores, to purify, to freshen. You'll agree there's nothing like a Lifebuoy shower to make your body tingle with pep and health.

Mother!—That special purifying ingredient will do wonders for your complexion, too. It is responsible for the super-mildness of the soap. "Patch" tests on the skins of hundreds of women prove that Lifebuoy is over 20% milder than many so-called "beauty soaps."

You can smell Lifebuoy's special purifying ingredient... clean, refreshing... And its scent disappears as you rinse.

Lifebuoy Health Soap

FOR FACE, HANDS, BATH

(This offer good in U. S. and Canada only)

LEVER BROTHERS CO., Dept. 2811, Cambridge, Mass.

Please send me, free, Lifebuoy school-size cakes and Wash-Up Charts for my—children.

Name—

Address—

City— State—





THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.
Readers are invited to submit to this department accounts of rewarding projects and activities carried out by Congress units.

CONGRESS OBJECTIVES

The objects of the National Congress of Parents and Teachers, which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska, are:

To promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

SUMMER COURSES IN P.T.A. METHODS ATTRACT RECORD NUMBER OF STUDENTS

EDUCATING Congress members and other interested persons in efficient methods of administering the affairs of the parent-teacher organization is an important task of the National Congress of Parents and Teachers. This education is accomplished in a variety of ways—through correspondence courses, publications, the NATIONAL PARENT-TEACHER MAGAZINE, courses, conferences, institutes, and through various types of meetings. Most popular of all meetings is instruction in parent-teacher technics and procedures offered during summer sessions at colleges, universities, and teacher training institutions. Since the inauguration in 1922 of the first credit course in parent-teacher methods at Teachers College, Columbia University, a large number of colleges have offered such courses, either as a part of the regular curriculum or as a non-credit course. The National Congress usually cooperates with state branches and institutions of higher learning in making available the services of a Congress representative as instructor for courses.

During the summer of 1936, a record number of such courses appear to have been scheduled. Although it is impossible to estimate with any degree of accuracy the number of courses or

the number of citizens who attended them, the audience runs into large numbers. The following are reports, necessarily brief, of a few of the non-credit courses, conferences, institutes, and schools of instruction held during the past summer. Readers desiring more detailed information concerning these courses should address their inquiries to the president of the state Congress in the state where the course was conducted.

Alabama

The seventh annual parent-teacher institute was conducted by Mrs. Charles E. Roe, National Field Secretary, at the University of Alabama, June 22-26. Three other special conferences were held during the week: the Second Annual Institute of State and Local Affairs; the Eighth Annual State Education Institute; and the Third Institute of the Alabama Federation of Women's Clubs. This provided an opportunity for an interchange of speakers and for a better understanding by the leaders of the education and civic programs of the groups. The institute program provided for class programs in parent-teacher leadership, fundamentals of parent-teacher work, parliamentary law, and a conference period each day. One afternoon period was devoted to a youth conference.

National Institute Certificates were issued to fifty-four delegates, including thirty-two local officers, twelve local chairmen, four council officers, four state officers and chairmen, and three teachers. The National Institute Certificate was awarded for attendance; a minimum of fifteen hours, of which ten were required to be spent in the parent-teacher institute; ownership of the institute set of publications, arranged in usable form; participation during the oral report hour on exhibits and in the delegates' oral notebook hour on the highlights of the institute. The candidates for the advanced certificate received a National Institute Certificate two years ago, attended a minimum of fifteen hours of this year's institute, and submitted to the Field Secretary a book review and activity outline for the P.T.A. The activity outline is a practical and workable plan by which a parent-teacher association can serve as a publicity medium to inform the public concerning the school situation in Alabama.—MRS. CLARENCE W. MOSS, *Publicity Chairman, Alabama Congress, 3522 Salisbury Road, Birmingham.*

California

Since 1930, the California Congress of Parents and Teachers has carried on, in the colleges of California, extension work designed to promote a better understanding of the ideals, methods, and possibilities of the parent-teacher association in the minds of teachers and those preparing to be teachers. There has been the finest cooperation on the part of administrators; in some cases the college has paid part of the expense of the work.

During the last four years, the state chairman of Parent-Teacher Education Extension and another state officer have made the rounds of the summer schools, presenting the parent-teacher program in whatever classes in education were available. In each case, an attempt has been made to fit the presentation into the subject matter of the course concerned.

Many details of parent-teacher procedure are never touched upon, but, for teachers, it is the improved understanding and appreciation that is desired. Large numbers of students have been reached and many questions answered. In the four years, all the seven state colleges, and the four large universities, Stanford, Southern California, California, and California at Los Angeles, have been visited, most of them several times.

During the year 1935-36, contacts were made at the University of California, regular session and summer session, Stanford University, San Jose State College, San Diego State College.

Two universities have asked for work next fall. All those visited this year have been cordial about future plans.—MRS. E. K. STRONG, *Past State Chairman, Parent-Teacher Education Extension, California Congress, 672 Mirada Avenue, Stanford University.*

Connecticut

The tenth annual parent-teacher institute was held at Yale University summer school, July 27-31, under the auspices of the Connecticut Congress of Parents and Teachers, with Miss Frances S. Hays, National Congress Education Secretary, as instructor.

Some of the subjects covered during the week were "Organized Cooperation of Parents and Teachers," "Parliamentary Law," "An Effective Parent-Teacher Program," "The Right Kind of a P.T.A.," and "Leadership."

A display of the notebooks in which the institute material was arranged

will be featured at the state convention in the fall, and those who receive institute certificates will be platform guests at one of the convention sessions.—MRS. C. C. KILBY, *President, Connecticut Congress of Parents and Teachers, 1 Wawarrie Avenue, Hartford.*

Florida

The Florida Congress of Parents and Teachers held its third annual series of institutes during the summer. The first of these was at State College for Women, Tallahassee, the second at the University of Florida, at Gainesville. Mrs. Charles E. Roe, National Field Secretary, was the instructor.

The week at Tallahassee was full of profitable study and recreation. There, in cooperation with the Florida Federation of Women's Clubs, the Home Demonstration Council, and the College Alumni Association, an opportunity was given for uniting forces and better understanding one another's program of service.

The departments of Public Welfare, Education, Home Service, and Health were each assigned to a morning's study and discussion, under the leadership of the department heads. Speakers from the university handled the subjects during the morning sessions and also the parent education series in the afternoons. Mrs. Roe came into the session at the close of the morning period and made the tie-up of the daily theme to the parent-teacher program of service. She also conducted the class in parent-teacher technics each afternoon from three until five o'clock.

Public Welfare day featured a debate between two students on "Resolved: that Florida's laws are inadequate for the protection of childhood and youth." Education day featured a forum discussion on "New Trends in Education." Home Service day stressed consumer buying and trained leadership for youth organizations. An original playlet featured Health day.

Seventy-one persons received National Certificates as well as the special seal offered for attendance at the parent education series. Almost without exception, the 112 registered students did not miss a class. We look forward to a great improvement in the quality of the work in Florida during the coming year.—MRS. FRANK A. PETRIE, *Fifth Vice-President, Florida Congress, 2001 University Drive, Orlando.*

Georgia

"Effectiveness of Relationships of Home, School, and Community to the Parent-Teacher Movement" was the theme of the fourteenth annual parent-teacher institute conducted by the Georgia Congress of Parents and Teachers, in July, through the cooperation of the University of Georgia.



**LUCKY THAT
BANANAS
ARE SO
GOOD FOR
HER, TOO!**

SINCE children are so fond of bananas, isn't it wonderful that they are so good for them! Yes, *good*—because bananas are a rich source of the food energy growing children need—*good* because they contain those important vitamins A, B, C, and G and essential minerals that help offset the effect of acid-forming foods. *Good* because they're mildly laxative—and so digestible that doctors often prescribe them as one of the first solid foods for infants.

Let your children, too, have ripe bananas often—on cereals, with milk, in salads and desserts, and right out of the skin. They save you time, work and money—and go over big with the whole family!

It's easy to have Ripe Bananas all the time

BANANAS ripen naturally at home. If you find them in the green-tipped (partially ripe) stage at your dealer's, buy them with confidence. Keep them at comfortable room temperature (never in the refrigerator) and they will ripen to that golden-yellow-flecked-with-brown stage.

Note to smart buyers—before the last *ripe* banana is gone, get your next supply so they will be ready to eat at the finest flavor stage.

**THEY'RE FULLY
RIPE WHEN
FLECKED WITH
BROWN**



SEND FOR FREE BOOKLET

FRUIT DISPATCH COMPANY
Home Economics Department
Pier 3, North River, N. Y. C.

Please send me free, "Bananas—a Food Children Need," a 24-page booklet containing authentic information about bananas and especially prepared recipes for children of all ages.

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State _____

N. P. T. 11-30

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FREE—2 ounce Jug

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Believe it or not, you've probably never tasted the glorious flavor of *real* maple syrup. Most "maple syrups" are blends containing 60% to 80% common cane sugar—as a careful look at their labels will show you. That is why we want to make you a gift of a 2 ounce jug of Highland *straight unblended* 100% pure Vermont Maple Sap Syrup (also a 24-page book of famous old Vermont maple syrup recipes). All we ask is that you pay for the postage and packing.

★ Just enclose 9¢ in stamps with your letter. Please be sure to address Dept. 20, Cary Maple Sugar Co., Inc., St. Johnsbury, Vermont.

BULLETIN BOARD

State Congress Conventions in November, 1936

Arkansas.....at Hot Springs, November 4-5
Maryland.....at Annapolis, November 17-19
New Jersey....at Atlantic City, November 4-6
Texas.....at Fort Worth, November 16-19
West Virginia
at Clarksburg, November 17-20

November 9-15—American Education Week

November 11-14—Biennial Conference, National Council of
Parent Education, Chicago

November 11-26—American Red Cross Annual Roll Call

November 15-21—Book Week

THE NATIONAL PARENT-TEACHER MAGAZINE is the dependable and established guide to finer parenthood and better leadership. Subscribe today for YOURSELF, FOR A FRIEND, FOR YOUR P.T.A., OR FOR YOUR STUDY GROUP

Mrs. A. H. Reeve, National Chairman of the Committee on International Relations, represented the National Congress of Parents and Teachers.

"Upon the Foundation Depends the Structure" was the subject of a short talk by Mrs. Charles D. Center, President of the Georgia Congress.

Dr. Harmon W. Caldwell, President of the University of Georgia, spoke of "Extending the Scope of Education." "The Part Teacher Training Institutions Should Play in Parent Education" was discussed by Dr. Guy Wells, President of the Georgia State College for Women.

Using a greatly enlarged copy of the Announcement of Publications Leaflet of the National Congress of Parents and Teachers, Miss Lucile Akin presented a pageant, "Introducing the Congress Family." When the cover was opened, children, each holding a poster, with the name of a Congress Publication, walked out. Following the pageant, Mrs. Reeve spoke on Congress Publications and gave many points vital to the success of a local association. Conferences on many parent-teacher subjects were held by state Congress representatives.—MRS. H. M. BLANCHARD, *Publicity Chairman, Georgia Congress, 1088 Peachtree Street, N. W., Atlanta.*

Idaho

The Idaho Congress of Parents and Teachers sponsored informal conferences at the County Superintendents Institute, and talks by the state president and Mrs. John E. Hayes at the Albion State Normal School and the University of Idaho. The meetings at Albion were at the invitation of President R. H. Snyder. Instruction was given on "How to Organize," "What the Parent-Teacher Movement Is," "Partnership Guidance," and "Where to Obtain Literature." School administrators, teachers, and representatives from rural associations attended the conferences.

There is some difficulty about financing these conferences, but it is hoped that greater opportunity will be offered in the next year's summer schools. There is great need in Idaho of personal contacts with our rural teachers.—MRS. I. E. JOSLYN, *President, Idaho Congress, 247 Ninth Avenue, North, Twin Falls.*

Illinois

Parent-teacher conferences and institutes were held in the five teachers colleges in Illinois this summer. At four of the colleges, a regular course was taught. The teacher was given an opportunity to present the work as a whole before the student body in assembly, and then had the opportunity to discuss the various phases of parent-teacher work in smaller classes,

such as classes in rural education, high school management, home economics, and school and community relations. In addition to this, each teacher held private conferences with those teachers asking for help with special problems. She also conducted a class in fundamentals, this class generally based on the National Correspondence Course A-B.

At the Illinois State Normal University a different plan was tried this year. A three-day conference was held, with state board members and faculty members taking part on the program. At this time the parent-teacher association work was stressed in all its different angles, and those attending came to the conclusion that it was a very vital force in education today, that it had assumed the place of the public forum, and that it had the great opportunity of giving to parents a more intelligent idea of what is being done in school education today. Probably the greatest asset in this program was the impression made on the teachers in the audience by the talks of the educators. The president of the university, the head of the Department of Education, the head of the training school, and the directors of the departments of elementary and rural education all took part in the program, showing by their talks what is most needed in education today and how the parent-teacher association can help bring this about.

Illinois looks for great returns from these conferences in a larger, more interested membership than it has ever had before.—MRS. A. R. WILLIAMS, President, Illinois Congress of Parents and Teachers, 808 Hester Avenue, Normal, Illinois.

• • •

Mrs. Arthur R. Williams gave two lectures at Northwestern University in Evanston, Illinois, on July 21, before the members of a class enrolled in the course on "Pupil Personnel and Guidance" in the Department of Education. This is the second year such a course has been given and the second year Mrs. Williams has spoken. The class has been addressed by psychiatrists, home economics and leisure time experts, and specialists in other fields. There were about 100 graduate students enrolled from many states in the Union, among which were Florida, Georgia, North Carolina, Michigan, Utah, Wisconsin, Nebraska, Iowa, Massachusetts, Indiana, Minnesota, Ohio, and Illinois. Mrs. Williams spoke on "The Tangibles and Intangibles of Education in Guidance."

Kansas

The Kansas Congress sponsored five-day institutes at the State Teachers College in Pittsburg and the State College in Manhattan during June. A

A FOUNDATION OF STRENGTH

... FOR THE FUTURE



HOW your mother's heart rejoices when your babies are playing in the sunshine. And how you yearn over them when winter keeps them indoors, and the sun's strengthening ultra-violet rays grow faint. . .

Now science verifies your mother instinct. It tells you that you cannot rely upon the ultra-violet rays of sunlight to create enough Vitamin D in children's bodies to promote sound bone and tooth development . . . that clouds, smoke, haze, dust and soot halt these precious rays . . . that clothing and even the clearest window glass stop them . . . and finally that sunlight's ultra-violet rays are only one-eighth as beneficial in winter as in summer. Physicians especially appreciate how general is the deficiency of Vitamin D—and the damage that may be caused by Sunshine Vitamin starvation.

What Can Be Done?

Since the minerals, calcium and phosphorus—upon which primarily depend the strength of bones and hardness of the teeth—cannot be used properly except when enough Vitamin D is present in the body, what can you do to supply abundant Sunshine Vitamin D for your children? Do as physicians encourage mothers to do—give your children foods enriched with Vitamin D! Thanks to the Steenbock Process, the Vitamin D needed by growing bodies has been

made available to everyone through irradiation in milk, and in other foods . . . and in pharmaceuticals which your doctor can prescribe. The regular use of these Irradiated Vitamin D products helps to insure, for your children, a firm foundation of straight, strong bones and fine, sound teeth for all their future lives. Send the coupon for free booklet, "A FOUNDATION OF STRENGTH FOR THE FUTURE." Wisconsin Alumni Research Foundation, Madison, Wis.*

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You can identify Foundation-licensed products by the word Irradiated and by the reference on the label to the Wisconsin Alumni Research Foundation.

Irradiated Evaporated Milk is available in every part of the United States and Canada, and in many other countries.

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Other Vitamin D-enriched foods include:

Cocomalt; Dryco powdered milk; Fleischmann's Irradiated Foil Yeast; Ovaltine; Quaker Farina, Muffets whole wheat biscuits, and Quaker and Mother's rolled Oats; Sunfed Flour.

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As one Woman to another

A frank personal chat

BY
MARY PAULINE CALLENDER

authority on feminine hygiene



I am sure that every woman wants to know just which personal hygiene accessories warrant complete confidence. Because our intimate comfort and protection is at stake! So let me tell you what I've discovered.

For Utmost Comfort

Perhaps a friend has told you about the pinless Kotex belt. It's truly a new design for living! Dainty secure clasps prevent slipping. The belt is flat and thin, adjusts to fit the figure. This gives self-balance—you can bend every-which-way without harness-like restraint! Yet this extra comfort and safety costs nothing extra. 2 types: Kotex Wonderform at 25c and the DeLuxe at 35c. "Cheap" belts can't compare, because inferior grades of elastic fray and wear out—make for the discomfort women dread.



For Personal Daintiness

If you've listened to the radio story of Mary Marlin, you've heard me tell how Quest, the positive deodorant powder, assures all-day-long body freshness. And being unscented it can't interfere with your perfume. You'll want Quest for under-arms, feet, and for use on sanitary napkins—it doesn't clog pores or irritate the skin. Buy Quest, and you'll agree 35c is indeed a small price to preserve personal daintiness.

For the Last Days

Here's something new that's gaining favor with many women. Invisible sanitary protection of the tampon type—and the name is Fiba. They are a product of the famous Kotex laboratories—the best recommendation I know for hygienic safety. Perhaps you'll want to try Fiba when less protection is needed. They're absolutely secure—may conveniently be carried in your purse for emergency measures. The box of 12 is 25c.

3 Gifts For You! One is a booklet by a physician, "Facts about Menstruation." The others are "Marjorie May's 12th Birthday" (for girls of 12) and "Marjorie May Learns About Life" (for girls in their teens). They give facts in a simple, motherly manner for you to tell your daughter. All are free—write me for the ones you want. Mary Pauline Callender, Room 1492, 919 N. Michigan Ave., Chicago.

one-day conference was held at Wichita University, June 26, under the direction of the local council, assisted by the state Congress and the local college faculty.

At the Pittsburg institute, a short course for county superintendents, rural administrators, and other rural leaders was held. The parent-teacher association was the topic chosen by Mr. E. E. Stonecipher, Director of Rural Education, for this short course. This two-weeks' intensive course carried with it the privilege of earning two hours credit in education. For a number of years, Mr. Stonecipher has conducted a parent-teacher credit course during the regular school term. Instruction in parent-teacher technics was offered by Mrs. Roe during an early morning class period.

National Institute Certificates were issued to thirty-seven persons, including nine county superintendents, fourteen teachers, fourteen parent-teacher leaders, and one college instructor, for fulfilling requirements of attendance, participation, and ownership of the institute set of publications.

Points mentioned by these certificate pupils as the highlight of the institute work included: a broader and better understanding of the program of action; the real meaning of P.T.A.; better understanding of the use of the *Parent-Teacher Manual*; new insight into the worthwhileness and possibilities of the work of the association; a glimpse of the real program of service; practical information of how, what, when, and where; subject matter for discussion programs; becoming parent-teacher conscious; practical use of the NATIONAL PARENT-TEACHER MAGAZINE and publications.

Mrs. Roe met with classes in education at the Manhattan State College, with a total registration of 245 students, and an address was given at the student assembly with 600 students in attendance.

There was an exhibit of parent-teacher materials and a distribution of selected publications sent from the National and state offices for each conference. An exhibit and a conference hour were a part of each day's program.—MRS. LOUIS R. FULTON, President, Kansas Congress, 349 Indiana Avenue, Wichita.

Massachusetts

Parent-Teacher Day is observed annually during Farm and Home Week, at Massachusetts State College, Amherst. Miss Frances S. Hays, Education Secretary, represented the National Congress at this year's celebration, July 31.

Between seventy-five and one hundred persons attended the morning and afternoon sessions. Speakers included Dr. Augustus Zanzig, director of Mu-

sic Service, National Recreation Association; Mrs. J. K. Pettengill, First Vice-President, National Congress of Parents and Teachers; Dr. Hugh P. Baker, president of Massachusetts State College.—MRS. PAUL H. KELSEY, President, Massachusetts Congress of Parents and Teachers, Room 1016, 80 Boylston Street, Boston.

New Hampshire

The second national parent-teacher institute was held at the University of New Hampshire during the regular summer session of the University, July 13-18, with Miss Frances S. Hays, National Congress Education Secretary, as instructor. Dr. Stowe, Dean of Education, requested that next summer parent-teacher work be presented to the regular classes in education by a Congress representative.

Morning sessions were devoted to the parent-teacher movement and parent-teacher technics. At the afternoon sessions, conferences in special fields of parent-teacher interest and a panel discussion were held.

The total registration was 101, and the total attendance, 194. Local units from twenty-five localities were represented. Twenty-two state board members attended the institute and there were members present from Ohio, Connecticut, Florida, and New Jersey.

Next year's plans for the summer institute include:

(a) A lecture hour by members of the summer faculty on such subjects as "Adult Education," "Trends in Education," and "Trends in Public Welfare in New Hampshire."

(b) An invitation card to attend sessions of the institute, distributed freely to summer students.

(c) Material prepared and planned to give out to summer school students.

(d) Classes in education at the University—at least five—addressed on parent-teacher work by an instructor



at the institute. Dr. Stowe gave an invitation for this service next year.

(e) Double sessions planned for beginners in parent-teacher work, and those of longer experience who have attended other institutes.—MRS. ROBERT F. CROSBY, *President, New Hampshire Congress of Parents and Teachers, Box 104, Derry.*

North Carolina

"Modern Living" was the theme of the ninth annual institute conducted by the Extension Division of the University of North Carolina in cooperation with the state Congress of Parents and Teachers, August 3-7, with Mrs. Charles E. Roe, National Field Secretary, as instructor.

Each day's program included a state Congress leaders hour; a university hour; a lecture period; demonstrations of group activities; conference periods with state leaders; two hours' class work; and one open forum period for the discussion of parent-teacher plans, programs, and procedures.

The total paid registration of 240 included 106 local presidents, twenty-six state board members, seventeen council presidents, forty-eight local officers and chairmen, five principals and teachers.—MRS. J. BUREN SIDBURY, *President, North Carolina Congress of Parents and Teachers, 15 North Fifth, Wilmington.*

Tennessee

Two-day institutes were held during June and July at each of the seven state-owned teacher training institutions, departing from the custom of several years of holding a one-week institute at the University of Tennessee. In general, the same plan was followed at each institute, under the leadership of Miss Alice Sowers, Parent Education Specialist.

A class in parliamentary procedure was conducted by the state president each afternoon, and representatives of the State Teachers Association gave brief talks on the "Eight Point Program of Education," which is to come before the state legislature next year. There was also one local speaker at each college. The colleges were as follows: West Tennessee State Teachers College, Memphis; Austin Peay Normal School, Clarksville; Middle Tennessee State Teachers College, Murfreesboro; Tennessee Polytechnic Institute, Cookeville; University of Tennessee, Knoxville; East Tennessee State Teachers College, Johnson City; University of Tennessee Junior College, Martin.

Eight hundred seventy people registered and more than a thousand were in attendance at the seven institutes. Certificates were awarded to 293 persons attending both days. The groups represented were district, council, and

A Message to Parents and Teachers

"Back on the air—now nationwide." That is our message to mothers who have wanted a radio program *suitable for children.*
You are cordially invited to listen to a new radio series—a program designed to interest the child without over-excitement:

**The SUNBRITE
Junior Nurse Corps
featuring
"THE LIFE OF
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Last season, on a small network, we tested the idea—new in radio circles—by presenting the "Life of Florence Nightingale." Parents, teachers and others interested in child guidance were enthusiastic in their approval.
Now we are extending the program nationwide, so that more children may enjoy its inspiration and drama, as well as its educational and character-building influence.

**Again ANGELO PATRI,
nationally-known child authority, will
read and approve all stories**

He will study every program before it is broadcast, and his endorsement and supervision will be mentioned in every broadcast.

Won't you listen to two or three episodes? You will want to follow this new type of program, built to entertain children without causing undesirable nervous excitement. Then, if you feel that the program merits your approval, won't you call it to the attention of your fellow club members?

You'll be spreading news of an educational influence that every parent and teacher will be glad to know about.

Cordially,

Swift & Company

You Can Hear This Program

Mondays, Wednesdays, Fridays, at 5 P. M., LOCAL TIME*

Atlanta	WGST	Dallas	WFAA	New York	WABC
Baltimore	WCAO	Fort Worth (3)	WBP	Philadelphia	WCAU
Birmingham	WBRC	Detroit	WJR	Pittsburgh	WJAS
Boston	WEEI	Hartford	WDR	Portland	KGW
Buffalo	WGR	Kansas City	KMBC	San Francisco (2)	KGO
Charlotte	WBT	Lincoln-Omaha	KFAB	Seattle	KJR
Chicago	WBBM	Los Angeles (1)	KNX	Spokane (2)	KNQ
Cincinnati	WKRC	Louisville	WHAS	Springfield	WMAS
Cleveland	WKK	Memphis	WREC	St. Louis	KMOX
Des Moines (1)	WHO	Minneapolis	WCCO		

*Except these changes for the stations marked:

(1) — 5:15-5:30 P. M., Mon., Wed., Fri. (2) — 5:30-5:45 P. M., Mon., Wed., Fri.
(3) — 5:30-5:45 P. M., Tue., Thur., Sat.



You never need to be embarrassed by stains and spots in a toilet bowl. You never need to rub and scrub to keep it glistening like new! Just get a can of Sani-Flush. Sprinkle a little of this odorless powder in the bowl. (Follow directions printed on the can.) When you flush the toilet, unsightliness is carried away. The porcelain glitters again. Odors and germs are killed.

Sani-Flush is especially made to clean toilets. It does a better job. It saves all unpleasant toiling with toilets. It cannot injure plumbing. Sani-Flush is also effective for cleaning automobile radiators (directions on can). Sold by grocery, drug, hardware, and five-and-ten-cent stores—25 and 10 cent sizes. The Hygienic Products Co., Canton, Ohio.



THE OAK TREE HOUSE

by Katharine Gibson
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state Congress officers, school administrators and teachers, representatives from rural groups, public health nurses, members of school boards and college faculties.—MRS. L. W. HUGHES, President, Tennessee Congress, Arlington.

Utah

A four-day institute and school of instruction was sponsored by the Utah Congress at the Brigham Young University in June. Dr. Hazel Cushing, Parent Education Specialist, and the state president, assisted by two state vice-presidents, were leaders.

The institute was devoted to a study of the National Correspondence Courses on parent-teacher organization; council projects which have been completed throughout the state; committee activities and the duties of officers as outlined in the PARENT-TEACHER MANUAL. Following each class a period was devoted to questions and discussion.

The class attendance averaged forty and parent-teacher association delegates were given the privilege of attending all lectures of the visiting educators at the University.—MRS. GEORGE Q. CANNON, First Vice-President, Utah Congress, 3066 South State Street, Salt Lake City.

West Virginia

The development of trained leaders and understanding members is a pertinent challenge to the West Virginia Congress. This is due principally to the large increase in associations, caused by the ruling of the state department of public instruction that one requirement for the standardization of a rural school is a Congress parent-teacher association. In two years the membership has increased from 19,000 to 43,000; the number of local associations, from 464 to 1,200. The present heavy responsibility of the state organization toward its membership is the retention and the development of its local associations.

The state president, Mrs. Ruth Pell Miller, secured the cooperation of the State University and of the Marshall and the Concord State Teachers Colleges in providing for the presentation of the movement to the teachers registered in the summer schools and to the local leaders from the surrounding territories.

At the State University, Morgantown, July 13-17, the Field Secretary met with classes in elementary education and in school administration, and conducted class work leading to the national institute certificate.

The discussion of the parent-teacher program of service with the class in public school organization and administration was particularly timely.

At Marshall State Teachers College, Huntington, July 20-24, the Field Sec-

retary met with classes in education.

At Concord State Teachers College, Athens, July 29, the Field Secretary discussed the "Educational Significance of the Parent-Teacher Movement" at the assembly period attended by 375 teachers from twelve counties, and "The Child in the Home" at the combined education classes attended by 200 teachers.—MRS. CHARLES E. ROE, Field Secretary, National Congress of Parents and Teachers, 1201 Sixteenth Street, N.W., Washington, D. C.

Virginia

Development of the parent-teacher program, local activities, and local programs were the major topics discussed at the parent-teacher institutes conducted under auspices of the Cooperative Education Association, Virginia Congress of Parents and Teachers, at the University of Virginia, Charlottesville, and Emory and Henry College, Emory, during July, under the leadership of Dr. William H. Bristow, General Secretary of the National Congress.

The institute at the university was carried on in connection with the Institute of Public Affairs. It is probably one of the rare opportunities in the United States whereby there is a possibility of integrating activities in relation to the parent-teacher movement with larger social developments. The general theme of the parent-teacher institute was "Relationship of the Parent-Teacher Movement to Fundamental Issues and Developments in American Life."

The three-day institute at Emory and Henry College was devoted to discussion and presentation on the place and purpose of the parent-teacher movement, organization problems, the monthly program, activities and projects.

A credit course was conducted at the University of Virginia during the first six weeks of the summer sessions, with Dr. E. L. Fox as instructor. The subject was "The School and the Community." Discussion of the organization and development of the work of the National Congress of Parents and Teachers, the Cooperative Education Association, and of local parent-teacher associations was included in the course. The University of Virginia gave a unit of credit toward a degree to those taking this course. The number taking credit was fourteen.—J. H. MONTGOMERY, Executive Secretary, The Cooperative Education Association, Virginia Congress of Parents and Teachers, 16½ North Ninth Street, Richmond.

• • •

(Additional reports of institutes will be published next month.)

CONGRESS COMMENTS

DR. ADA HART ARLITT, National Parent Education Chairman, was one of the leaders at the Parent Education Conference at Colorado State College, Fort Collins, the week of July 20.

Frances S. Hays, Education Secretary, is conducting a statewide demonstration in parent-teacher work in Maryland during the fall months.

Mrs. Charles E. Roe, National Field Secretary, will visit the following states during November and December: Mississippi, Georgia, and South Carolina. During October, Mrs. Roe visited Connecticut, Rhode Island, North Carolina, and Georgia.

Alice Sowers, Parent Education Specialist, will attend the Fifth Biennial Conference of the National Council of Parent Education, at the Edgewater Beach Hotel, Chicago, November 11-14. Miss Sowers will visit Kentucky and Minnesota during November and December.

Dr. William H. Bristow, General Secretary, is leading a panel discussion at the annual Education Conference held at the University of Kentucky, October 30 and 31.

During November, Dr. Bristow will attend Open School Week, a conference and luncheon, given by the United Parents Association, November 7, in New York City; the West Virginia State Education Association convention at Huntington, November 12-14; and the convention of the West Virginia Congress, at Clarksburg, November 17-20.

Mrs. H. W. Whitten, Auxiliary Field Worker, will visit Districts 10, 16, and 17, of the Illinois Congress, the first two weeks in November.

Mrs. Kathryn Van Aken Burns, Illinois Home Demonstration Leader, was elected president of the American Home Economics Association at the convention in Seattle. Mrs. Kathryn McFarland Ansley was made executive secretary.

A new twenty-six page pamphlet entitled, "Program Suggestions for Parent-Teacher Associations," has been published by the Arkansas Congress of Parents and Teachers. The theme is "Achieving Character Through Community Living."

The week beginning September 27 was designated as Parent-Teacher Week by the Nebraska Congress of Parents and Teachers. In Indiana, Parent-Teacher Week was observed October 4-10. In Alabama the Governor proclaimed the third week in October Parent-Teacher Week.



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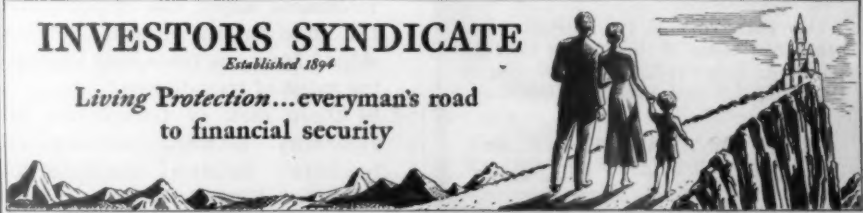
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A PARENT-TEACHER PROGRAM

III. Friendliness

*Does friendliness create happy group relations?
What other characteristics are developed through friendliness?*

Friendliness is a trait worthy of cultivation, priceless in its fruitions, and in practice reveals courtesy, cooperativeness, kindness, unselfishness, and sympathy.

Outlined by Minnie L. Shaffer

Blessed are they who have the gift of making friends, for it is one of God's best gifts. It involves many things, but above all, the power of going out of one's self, and appreciating whatever is noble and loving in others.—THOMAS HUGHES.

"The problem of friendship is the problem of life itself." The quality of friendliness enhances personality and enriches life experiences. The art of being friendly is priceless in the satisfactions that accrue to those who honestly practice it and to those who are stimulated by it.

Childhood is the seed time of character growth and it is in the child's early years that the spirit of friendliness in his personal relations should be implanted. Much of the anti-social conduct—so devastating to our economic and social life—is the result of unfriendly and unwholesome attitudes and habits established in early youth.

Children are naturally friendly. Race, color, or creed have little significance for them in their early years. It is the attitudes and prejudices of adults which influence their thinking in the plastic years, often causing conflict in their relations with those of different race and religious views and serious problems in school and community.

Training for social relationship begins in the home and is later supplemented by the school. A wholesome, companionable home is the ideal place for the propagation of the important character trait, friendliness. As the child grows and his contacts broaden, the attitude of friendliness toward civic and educational interests in his community, state, and nation and toward world relations should be encouraged and stimulated.

Friendliness is an essential quality in the formation of character. It gives an upward lift to the mind and makes the heart glow with kindness and sympathy. The natural friendly tendencies of the child should be carefully fostered and wisely directed.

Questions for discussion:

- Does friendliness influence personality development? If it is not an inherent trait, can it be acquired through experiences and situations?
- How does it affect the child's individual relations with others? In group activities?
- How do home attitudes and environment affect the disposition of the child in his personal relationships? How can the school engender the spirit of friendliness?
- Is there lack of friendliness and sympathy between parents and teachers? Between students and teachers? Why?

e. How can the home and the school cooperate to promote the spirit of cooperativeness and friendly relations among the students? Between students and teachers? Between parents and teachers?

f. Does friendliness have a place in one's attitude toward questions affecting the welfare of the community?

g. Can one achieve his ambition and yet be friendly and unselfish?

Points to develop:

The importance of friendliness in character development; the ethics of friendliness; the value of friendliness in economic and social relationships.

Methods of presentation:

Speaker-forum: The subject may be presented by a psychologist, minister, teacher, social worker, or a man or woman outstanding in community life. In the discussion which follows,

present situations which will demonstrate how friendliness serves the child or older boy and girl in their actual relationships with others and how the lack of this characteristic may create unhappy situations. A summation of the discussion may provide the incentive for a worthwhile activity or project.

Panel discussion: A panel discussion on this subject can be made particularly interesting. It may be composed of parents, teachers, and students who would discuss the subject from the angle of the practice of friendliness in parent-teacher-student relationships. The discussion might also be based upon the value of this trait in the economic and social relations of the individual. The participants should be selected with a view to their knowledge of the function of friendliness.

PROGRAM FOR THE GRADE SCHOOL P. T. A.

The program for a grade school parent-teacher association may be based upon questions for discussion, a, b, c, and d.

A psychologist, parent education specialist, teacher, social worker, representative of a character-building agency, or an employer (professional or industrial), may be invited to speak on the subject and lead the discussion, unless a discussion leader has been selected. Suggestions for activities or projects may result from the discussion. In addition to the suggestions under Committee Activities and Projects found in the *Parent-Teacher Manual*, a few suggestive projects are:

1. Establish a code of friendliness: to cover personal relations with each other, among the children in their school work and in their play; among parents, and among parents and teachers.
2. Appoint a committee to engender friendliness in the community toward the schools, school officials, the educational program, and other matters of community concern.
3. Form a committee to call on the sick and shut-ins represented in the association's membership. The children might be encouraged to send friendly messages to their sick playmates.

PROGRAM FOR THE HIGH SCHOOL P. T. A.

The program for a junior or senior high school parent-teacher association may be developed on questions for discussion, a, d, e, f, and g.

Student participation will stimulate interest in the program. Ideas for activities and projects will, no doubt, result from the discussion. Under Committees and Projects, the *Parent-Teacher Manual* offers valuable suggestions.

1. Establish a code of friendliness as suggested for the grade schools.
2. Organize a parent-teacher-student conference to consider problems of student conduct and find ways to eliminate undesirable habits of conduct and encourage and strengthen good habits; to aid in adjustment of unpleasant school situations; to stimulate public opinion in behalf of a progressive educational program.

3. Organize a "For Others Club" in the school to encourage thoughtfulness of others by doing something for others; to help the "other fellow" stand firm for what he believes is right without fear of the ridicule of his fellow students; to discourage the practice of making remarks detrimental to another's reputation; to encourage a friendly attitude toward students of other nationalities and races through a study of the customs and traditions of their people.
4. Sponsor an international program with dramatization or pageant of songs and dances of various nations, by students of foreign-born parents.
5. Cooperate with character-building agencies whose purpose is to help children and youth live more abundantly.

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NOTES FROM THE BOARD MEETING

THE Board of Managers of the National Congress of Parents and Teachers was well represented at its regular autumn meeting, held September 17-20, at the Drake Hotel, Chicago. Mrs. B. F. Langworthy, National President, presided over the four-day session. It was the first Board meeting for many recently elected state presidents. For the first time the proceedings were stenographically recorded by a court reporter.

The National President was authorized to accept membership on the Advisory Council of Junior Programs, Inc., the latest development of the National Music League; and also on the Chicago committee arranging the Conference on the Cause and Cure of War which will meet in Chicago early next year.

The Board of Managers voted to recommend to the next administration the study of a long term program plan for the Congress.

Dr. W. T. Sanger, president of the Virginia Congress, which will entertain the National Congress in convention in May, 1937, at Richmond, gave a glowing account of the interesting and historical features of Virginia which will be made available to delegates attending the annual meeting.

As a part of the program for the fortieth anniversary year of the Congress, and also as a conservation measure, the Board recommended that each local unit plant a tree in 1937.

The Board voted to support actively the plan of the Congress committee on Humane Education to oppose the sale of firearms for children and to oppose giving them to children for toys.

A new plan of organization and by-laws was discussed, preliminary to action by the convention in May, 1937. This includes the combining of state Congresses into eight regions (as accepted at the Milwaukee convention), with a vice-president elected from each region at the coming 1937 convention. The first two of the ten vice-presidents to be elected will be aides to the president.

The regions are as follows:

GROUP I: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, Delaware.

GROUP II: Pennsylvania, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, Kentucky.

GROUP III: South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee.

GROUP IV: Ohio, Indiana, Illinois, Michigan, Wisconsin, Iowa.

GROUP V: Minnesota, North Dakota,

South Dakota, Nebraska, Kansas, Missouri.

GROUP VI: Arkansas, Louisiana, Texas, Oklahoma.

GROUP VII: Washington, Oregon, Idaho, Montana, Wyoming.

GROUP VIII: Utah, Colorado, New Mexico, Arizona, California, Nevada.

Greetings were read from Mrs. Richard C. Wilson, former president of the Hawaii Congress. Mrs. Wilson is now living in the Philippine Islands and Mrs. Homer Hayes is acting president for Hawaii.

The radio program for 1936-37 which was announced is one of the finest ever presented by the Congress. It is on the Growth and Development of the Child, and its thirty-one weekly broadcasts will be given by the most distinguished authorities in the country. The series began on October 21, 1936, and will close on May 19, 1937. See announcements for each month's broadcasts in the NATIONAL PARENT-TEACHER MAGAZINE.

The continued study of the use and effect of alcohol and narcotics was urged by the Board, to be followed by an aggressive campaign for temperance. For material, apply to World Narcotic Defence Association, 578 Madison Avenue, New York City.

Miss Julia Wright Merrill, chairman of the Committee on Library service, recommended in her report "The Equal Chance," a booklet published by the American Library Association.

Mrs. A. H. Reeve, chairman of the Committee on International Relations, has a list of books which have been authorized as study material for state and local organizations.

Parent-Teacher Radio Forum

November 4

"Growth of Infants."

HARRY BAKWIN, Assistant Professor of Pediatrics, New York University College of Medicine.

November 11

"Growth of the Adolescent."

HORACE GRAY, Clinical Professor of Medicine, Stanford University.

November 18

"Growth of Organs."

R. E. SCAMMON, Distinguished Service Professor in the Graduate Faculty, University of Minnesota.

November 25

"Our Ancestors."

E. A. HOOTON, Professor of Anthropology, Harvard University.

4:00-4:30 P.M. Eastern Standard Time. National Broadcasting Company, Blue Network

FILM FACTS

by Edgar Dale

England grants two kinds of certificates for movies: U, which indicates that the picture is satisfactory for universal consumption; and A, indicating that the picture is suitable for adults only. Anyone may attend a U film; a child may attend an A film only with his parents. The weakness in this system of rating lies in the fact that the U film is not necessarily suitable for children; frequently it is merely not unsuitable. More satisfactory, many feel, would be an entirely new type of film for children, one neither U nor A.

Two Viennese scientists, Dr. Kamillo Wiethe, physician, and Dr. Franz Gerhardback, engineer, have invented a motion picture camera so small that it can be pushed into the larynx, to take films of the vocal cords in action. The camera is expected to be useful in at least three ways, says *Science News Letter*: to study the mechanics of the voice, particularly in famous singers; to investigate the physiology of the production of the various vowel sounds; and as an aid in the diagnosis of throat diseases, particularly those with a nervous involvement.

Can children under ten be taught to "appreciate" motion pictures? "No," says Margaret Holley Carson in the May issue of *Schoolways*. "Moving pictures are adult entertainment, and I see no way in which youngsters under ten or eleven can be taught to 'appreciate' that which they cannot understand. . . . Rather is it a question of educating their parents to keep them away from the theaters, and to provide more wholesome recreation for them. . . . I have yet to see a picture starring children like Shirley Temple or Jackie Cooper which I should unhesitatingly recommend to the parents of children who are ten or under."

"To the end of time," said H. G. Wells recently, "the principal appeal of the film will be to love, laughter, and personal adventure. But, although that is the substance, and will remain the substance, of most films, it does not exhaust all the possibilities of interest in the world. There are a great many general interests which oppress men's minds and excite and interest them. There is the onset of war, the increase of power, the change of scale and the change of conditions in the world; and in our film [*Things to Come*] we have been trying . . . to work out some of these immense possibilities that appeal, we think, to every man."



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BOOKSHELF

by WINNIFRED KING RUGG

TO instill a real love of books that will last through life is one of the multiform jobs of parents and, later, of teachers. Clarence W. Sumner, of the Youngstown Public Library, has for several years been working out a plan of parent education for the cultivation of a love of reading in children. This plan culminated in the Mothers' Room of his library. Now he has written a little manual which gives the methods recommended in the Mothers' Room for leading children, from infancy, into the realm of books. The manual is called *THE BIRTHRIGHT OF BABYHOOD* (New York: Nelson. \$1).

The author quotes Strickland Gillian's poem, *The Reading Mother*, which ends:

*You may have tangible wealth untold;
Caskets of jewels and coffers of gold.
Richer than I you can never be—
I had a mother who read to me.*

The heritage from such a mother—and such a father—is due every child.

Belonging among the books that Mr. Sumner would recommend as a reading menu is a new one by Ellis Credle, *LITTLE JEEMES HENRY* (New York: Nelson. \$1). As author and as artist Miss Credle brings to children of other parts of the country her native North Carolina. This time she tells by word and picture how a little colored boy managed to go to see the circus.

An unusual book for boys and girls from three to seven is Siera Bosa's *ADVENTURES OF LAPPY CUSHION TAIL*, with exquisite woodland illustrations by Glenna Latimer (New York: Dutton. \$2). The author lives near the Great Swamp in Virginia and writes about the wild life that she has observed in that region. Her animals are, it is true, endowed with some of the traits of human beings, but at the same time much of Mother Nature's lore is incorporated in the tales.

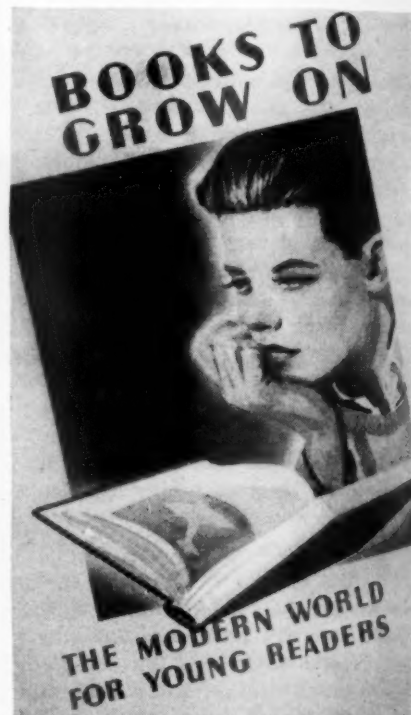
COPPA HAMBA, by Blanche Ashley Ambrose, one of the Julia Ellsworth Ford Foundation books (Los Angeles: Suttonhouse, Ltd. \$1.50), is a fairy story with a very obvious moral, but nevertheless the kind of story small children like. Coppo Hamba is a little Indian boy who makes his way through the Dark Forest through the kindness of Bob Cat and Wild Piggy. In the same volume with this tale are

THE WIMP AND THE WOODLE, by Helen von Kolnitz, and *THE DOLL WHO WAS TOO SHARP*, by Muriel Smith, also fairy stories. All three are illustrated by Willy Pogany.

The Julia Ellsworth Ford Foundation was established for the encouragement of originality and imagination in children's literature and offers annual prizes for the best manuscripts submitted.

Helen Bannerman's *Little Black Sambo* has long been a classic for the very young. Now, for the first time in thirty-five years, there comes a brand new story by Miss Bannerman, *SAMBO AND THE TWINS* (New York: Stokes. \$1.25).

Two cat stories are *MITTENS*, both story and pictures by Clare Turlay Newberry (New York: Harpers.



This year's Book Week poster, designed by Jay M. Reibel

\$1.50), and *THE CLEVER CAT*, by Eleanor F. Lattimore (New York: Harcourt, Brace. \$1.50). *MITTENS* is notable for the adorable cat pictures reproduced from water colors by the photogravure process. Every cat lover, big or little, will be enraptured over them. The other book, *THE CLEVER*

CAT, also strikes responsive chords in the hearts of those who make pets of their cats. No one can doubt the reality of the big black cat that wandered into a New Hampshire home one winter night and was named for the great wanderer, Ulysses, though the feline Ulysses never wanted to travel any farther.

Dog stories, too! There is another book about that much loved Scotch terrier, Tammie. This time Dorothy and Marguerite Bryan have put their story-telling, picture-making skill, and their knowledge of dog psychology or whatever you call it, into a book about the way Tammie acted when the family acquired another dog. **TAMMIE AND THAT PUPPY** (New York: Dodd, Mead. \$1) is fit successor to *There Was Tammie!*

For children from seven to ten Mariluise Lange has told the story of a mastiff and his little German mistress in **TYRAS** (Boston: Little, Brown. \$1.75). This delightfully written and illustrated book introduces American children into the home of a pleasant, middle-class German family. The drawings were made by Gunter Bohmes and the translation by Ernest Boyd.

WAR PAINT, by Paul Brown, is about a pony—an Indian pony who grew up wild on a western prairie, went through fire and flood, and finally became the property of a Cheyenne brave. Paul Brown is well known for his drawings of horses and his understanding of their ways, and the illustrations in this book are especially vigorous and informative for children who like pictures of animals and Indians.

Hendrik Willem van Loon says that the reason why he made the book called **THE SONGS WE SING** (New York: Simon & Schuster. \$1), and why he is planning a rather long list of juveniles to follow, is that he wants to offset "the harm done by so many of those children's books which thoughtless papas and mammas buy to keep little Mary busy on a train ride to Grandma's in Stamford." If Mary had this book to accompany her train ride, she might attract attention by bursting into song and happy giggles. The pictures are deliciously funny, the songs are children's classics, some in English, others in English and French or German, and all with music arranged by Grace Castagnetta.

PLAY STREET, by Helen Train Hilles, with illustrations by Zhenya Gay (New York: Random House. \$2) is that perilous thing, a book that does

Her Children Win the Hearts of All!

She Is Called An
"Exceptional" Mother
Yet, "Anyone Can Use
My Secret," She Says!

TIME and again you will hear people say, "Mrs. McAndrew must be a most remarkable mother!" And it's a perfectly natural supposition to make, because her children do have an appeal that is simply irresistible. They are much more than merely "nice" or "well-behaved." They have unusually alert, imaginative minds. You somehow get the feeling that their beautiful manners have resulted not so much from training as from their own warm, generous instincts. They have that "special something" that makes them walk straight into the hearts of everyone with whom they come in contact. They also show marked natural leadership with other children their own age.

And Now, See What Mrs. McAndrew Says:
"It's wonderful to know that your children are liked. It always thrills me to see how people of all kinds and all ages are instantly attracted to Bobbie and Nan. But I would certainly be the last person in the world to claim credit for this myself! I had no more education than most mothers; I've never been a teacher; and I've certainly never taken any 'courses' in this or that child-psychology fad.

"But I did realize, right from the beginning, that what happened to my babies during the first few years would be the most powerful influence in their whole lives. I knew that my children's character and disposition and 'personality' would start to form almost before they learned to walk . . . and would be pretty well set by school-age. "My husband and I knew that a definite, well-thought-out plan of mind and personality development was absolutely essential. We simply set out to find a 'ready-made' plan that had definitely proved its value. We investigated everything . . . talked to dozens of other parents . . . and finally chose 'My Book House.' Anyone who has seen Bobbie and Nan doesn't need to ask if I feel our choice was right!"

"My Book House" for YOUR Child!

"My Book House" is a definite, graded plan whereby your child is helped, in an easy, natural, logical and fascinating way to develop those traits of mind and character that every mother wants her child to have. The world has been searched for the best literature to fit into this plan. 47 countries have contributed. Carefully and gradually, "My Book House" leads the child's mind through consecutive stages of development. The seeds of culture are sown early . . . while the mind is more receptive than it will ever be again. Without preaching, the "right" is made so attractive that the "wrong" has little or no appeal.

And best of all, "My Book House" works automatically. Your help is needed only until your baby learns to read. After that, you can trust "My Book House" itself to carry on the good work . . . page by page, and year after year!

Your child needs "My Book House" . . . right now . . . regardless of age. Send the coupon for a free copy of a fascinating 32-page booklet, "Right Reading for Children."

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for Children

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INFORMATION EVERY
PARENT SHOULD HAVE

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360 N. Michigan Avenue, Chicago, Illinois

Please send me, without any obligation on my part, your free 32-page booklet, "Right Reading for Children."

I have . . . boys, . . . girls, aged . . . and . . .
Name . . .
Address . . .
City . . . State . . .

Stamp of Merit

The appearance of an advertisement in the NATIONAL PARENT-TEACHER MAGAZINE is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER MAGAZINE considers the reliability of the product, the reputation of the firm advertising, and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company, a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

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children good. It happens, fortunately, to be also a good book. It tells about a boy who was getting over an illness and needed occupation. It occurred to him to try starting a clubhouse in the cellar hole of a tenement house that had just been torn down, and his project brought him into friendly and mutually helpful relations with less fortunate children whose only playground had been the street. Mrs. Hilles writes as if she really knew boys and girls.

• • •

Books that take their readers to unfamiliar places are popular with boys and girls, and it's well that it is so, for in this way the young make the whole world theirs. For instance, if girls of ten or eleven read Max Mezger's *MONICA GOES TO MADAGASCAR* (New York: Coward-McCann. \$2) they cannot help soaking in the beauty and strangeness of that island, while at the same time they learn that black men and white are brothers, under the skin. Monica's father was a scientist and a writer, and circumstances forced him to take her with him on an expedition to the interior of Madagascar. The book, first published in German, has been admirably translated by Maida Darnton.

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Erick Berry's *SUNHELMET SUE* (Boston: Lothrop, Lee & Shepard. \$2) transports its readers to Africa along with Sue May Innis, who went there as secretary to an archeologist, found herself for a time "alone in Africa," had many exciting adventures and learned a lot about archeology. The book is lively in style and contains information wrapped up in the palatable coating of an adventure story suitable for girls from twelve to sixteen.

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For older girls who would rather read love stories but are not quite ready for adult novels, Chesley Kahmann has written *RAQUEL: A GIRL OF PUERTO RICO* (New York: Random House. \$2). The story presents a substantial development of the complications that arose when an impoverished Puerto Rican gentleman brought home an American business man and his young daughter as "paying guests." The contrast between Central American and North American manners and points of view holds the interest throughout the book, and the character delineation is firm.

• • •

Boys of junior high school age are likely to prefer a book like *RAIDERS' HOARD*, a mystery story by Merritt

Parmelee Allen (New York: Longmans, Green. \$1.75). The scene is northern Vermont, the time is the present, and the theme, a search for hidden gold. It goes back into the past, however, for its foundation, since it is an aftermath of what happened in 1864 when a band of Confederate soldiers, having escaped with others from a Union prison in Chicago, got through to Canada, and from Montreal made a raid on the banks of St. Albans, Vermont. The story has the virtues of swift action and naturalness.

• • •

Not fiction, but filled with adventure, is *TURNING NIGHT INTO DAY: THE STORY OF LIGHTING*, by M. Ilin (Philadelphia: Lippincott. \$1). The Russian writer has told the history of the discoveries and inventions that have given to the world progressively improved methods of lighting. From the light of a fire burning on the mud floor of a hut in prehistoric times to recent developments in the use of neon tubes, the author gives a swift, informative, and picturesque view of the whole subject of illumination. The original Russian illustrations are used. The translation is by Beatrice Kinkead.

• • •

Opal Wheeler and Sybil Deucher know the trick of making the biographies of musicians attractive to young readers. *JOSEPH HAYDN, THE MERRY LITTLE PEASANT* (New York: Dutton. \$2) is almost as good as their *Mozart, the Wonder Boy* which appeared a year ago. The distinguishing merit of their work is the ability to inspire enthusiasm for the music of the man they are writing about. More than a dozen excerpts from Haydn's compositions are included with the text, most of them in a simplified version that many children of ten or thereabout can play.

• • •

As an embellishment to this November Bookshelf let us add a book of poetry, Beatrice Curtis Brown's beloved *JONATHAN BING AND OTHER VERSES* (New York: Oxford University Press. 75 cents). Though this is the first time this author's verses have appeared in book form, they have been published in periodicals and Jonathan Bing himself has become a favorite in the class with Mr. Milne's Christopher Robin. Everybody ought to know:

*Poor old Jonathan Bing
Went out in his carriage to visit the
King,
But everyone pointed and said, "Look
at that!
Jonathan Bing has forgotten his hat!"*